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**2006 □ 12 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.

For questions 1-4, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 5-10, complete the sentences with the information given in the passage.

### **Space Tourism**

Make your reservations now. The space tourism industry is officially open for business, and tickets are going for a mere \$20 million for a one-week stay in space. Despite reluctance from National Air and Space Administration (NASA), Russia made American businessman Dennis Tito the world's first space tourist. Tito flew into space aboard a Russian Soyuz rocket that arrived at the International Space Station (ISS) on April 30, 2001. The second space tourist, South African businessman Mark Shuttleworth, took off aboard the Russian Soyuz on April 25, 2002, also bound for the ISS.

Lance Bass of 'N Sync was supposed to be the third to make the \$20 million trip, but he did not join the three-man crew as they blasted off on October 30, 2002, due to lack of payment. Probably the most incredible aspect of this proposed space tour was that NASA approved of it.

These trips are the beginning of what could be a profitable 21st century industry. There are already several space tourism companies planning to build suborbital vehicles and orbital cities within the next two decades. These companies have invested millions, believing that the space tourism industry is on the verge of taking off.

In 1997, NASA published a report concluding that selling trips into space to private citizens could be worth billions of dollars. A Japanese report supports these findings, and projects that space tourism could be a \$10 billion per year industry within the next two decades. The only obstacles to opening

up space to tourists are the space agencies, who are concerned with safety and the development of a reliable, reusable launch vehicle.

### **Space Accommodations**

Russia's Mir space station was supposed to be the first destination for space tourists. But in March 2001, the Russian Aerospace Agency brought Mir down into the Pacific Ocean. As it turned out, bringing down Mir only temporarily delayed the first tourist trip into space.

The Mir crash did cancel plans for a new reality-based game show from NBC, which was going to be called Destination Mir. The Survivor-like TV show was scheduled to air in fall 2001. Participants on the show were to go through training at Russia's cosmonaut(宇航员) training center, Star City. Each week, one of the participants would be eliminated from the show, with the winner receiving a trip to the Mir space station. The Mir crash has ruled out NBC's space plans for now. NASA is against beginning space tourism until the International Space Station is completed in 2006.

Russia is not alone in its interest in space tourism. There are several projects underway to commercialize space travel. Here are a few of the groups that might take tourists to space:

Space Island Group is going to build a ring-shaped, rotating "commercial space infrastructure(基础设施)" that will resemble the Discovery spacecraft in the movie "2001: A Space Odyssey." Space Island says it will build its space city out of empty NASA space-shuttle fuel tanks (to start, it should take around 12 or so), and place it about 400 miles above Earth. The space city will rotate once per minute to create a gravitational pull one-third as strong as Earth's.

According to their vision statement. Space Adventures plans to "fly tens of thousand of people in space over the next 10-15 years and beyond, around the moon, and back, from spaceports both on Earth and in space, to and from private space stations, and board dozen of different vehicles..."

Even Hilton Hotels has shown interest in the space tourism industry and possibility of building or co-funding a space hotel. However, the company did say that it believes such a space hotel is 15 to 20 years away.

Initially, space tourism will offer simple accommodations at best. For instance, if the International Space Station is used as a tourist attraction, guests won't find the luxurious surroundings of a hotel room on Earth. It has been designed for conducting research, not entertainment. However, the first generation of space hotels should offer tourists a much more comfortable experience.

In regard to a concept for a space hotel initially planned by Space Island, such a hotel could offer guests every convenience they might find at a hotel on Earth, and some they might not. The small gravitational pull created by the rotating space city would allow space-tourists and residents to walk around and function facilities would be possible. Additionally, space tourists would even be able to take space walks.

Many of these companies believe that they have to offer an extremely

enjoyable experience in order for passengers to pay thousands, if not millions, of dollars to ride into space. So will space create another separation between the haves and have-nots?

### **The Most Expensive Vacation**

Will space be an exotic retreat reserved for only the wealthy? Or will middle-class folks have a chance to take their families to space? Make no mistake about it, going to space will be the most expensive vacation you ever take. Prices right now are in the tens of millions of dollars. Currently, the only vehicles that can take you into space are the space shuttle and the Russian Soyuz, both of which are terribly inefficient. Each spacecraft requires millions of pounds of fuel to take off into space, which makes them expensive to launch. One pound of payload(□□□□) costs about \$10,000 to put into Earth's orbit.

NASA and Lockheed Martin are currently developing a single-stage-to-orbit launch space plane, called the VentureStar, that could be launched for about a tenth of what the space shuttle costs to launch. If the VentureStar takes off, the number of people who could afford to take a trip into space would move into the millions.

In 1998, a joint report from NASA and the Space Transportation Association stated that improvements in technology could push fares for space travel as low as \$50,000, and possibly down to \$20,000 or \$10,000 a decade later. The report concluded that a ticket price of \$50,000, there could be 500,000 passengers flying into space each year. While still leaving out many people, these prices would open up space to a tremendous amount of traffic.

Since the beginning of the space race, the general public has said, "Isn't that great—when do I get to go?" Well, our chance might be closer than ever. Within the next 20 years, space planes could be taking off for the Moon at the same frequency as airplanes flying between New York and Los Angeles.

1. Lance Bass wasn't able to go on a tour of space because of health problems.
2. Several tourism companies believe space travel is going to be a new profitable industry.
3. The space agencies are reluctant to open up space to tourists.
4. Two Australian billionaires have been placed on the waiting list for entering space as private passengers.
5. The price for the winner in the fall 2001 NBA TV game show would have been \_\_\_\_\_.
6. Hilton Hotels believes it won't be long before it is possible to build a \_\_\_\_\_.
7. In order for space tourists to walk around and function normally, it is necessary for the space city to create a \_\_\_\_\_.
8. What making going to space the most expensive vacation is the enormous cost involved in \_\_\_\_\_.

9. Each year 500,000 space tourists could be flying into space if ticket prices could be lowered to \_\_\_\_\_.
10. Within the next two decades, \_\_\_\_\_ could be as intercity air travel.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

I've heard from and talked to many people who described how Mother Nature simplified their lives for them. They'd lost their home and many or all of their possessions through fires, floods, earthquakes, or some other disaster. Losing everything you own under such circumstances can be distressing, but the people I've heard from all saw their loss, ultimately as a blessing.

"The fire saved us the agony of deciding what to keep and what to get rid of," one woman wrote. And once all those things were no longer there, she and her husband saw how they had weighed them down and complicate their lives.

"There was so much stuff we never used and that was just taking up space. We vowed when we started over, we'd replace only what we needed, and this time we'd do it right. We've kept our promise: we don't have much now, but what we have is exactly what we want."

Though we've never had a catastrophic loss such as that, Gibbs and I did have a close call shortly before we decided to simplify. At that time we lived in a fire zone. One night a firestorm rages through and destroyed over six hundred homes in our community. That tragedy gave us the opportunity to look objectively at the goods we'd accumulated.

We saw that there was so much we could get rid of and only never miss, but be better off without. Having almost lost it all, we found it much easier to let go of the things we knew we'd never use again.

Obviously, there's a tremendous difference between getting rid of possessions and losing them through a natural disaster without having a say in the matter. And this is not to minimize the tragedy and pain such a loss can generate.

But you might think about how you would approach the acquisition process if you had it to do all over again. Look around your home and make a list of what you would replace.

Make another list of things you wouldn't acquire again no matter what,

and in fact would be happy to be rid of.

When you're ready to start unloading some of your stuff, that list will be a good place to start.

47. Many people whose possessions were destroyed in natural disasters eventually considered their loss \_\_\_\_\_.

48. Now that all their possessions were lost in the fire, the woman and her husband felt that their lives had been \_\_\_\_\_.

49. What do we know about the author's house from the sentence "Gibbs and did have a close call ..." (Line 1-2, Para. 4)?

50. According to the author, getting rid of possessions and losing them through a natural disaster are vastly \_\_\_\_\_.

51. What does the author suggest people do with unnecessary things?

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

In a purely biological sense, fear begins with the body's system for reacting to things that can harm us - the so-called fight-or-flight response. "An animal that can't detect danger can't stay alive," says Joseph LeDoux. Like animals, humans evolved with an elaborate mechanism for processing information about potential threats. At its core is a cluster of neurons( ) deep in the brain known as the amygdale( ).

LeDoux studies the way animals and humans respond to threats to understand how we form memories of significant events in our lives. The amygdale receives input from many parts of the brain, including regions responsible for retrieving memories. Using this information, the amygdale appraises a situation - I think this charging dog wants to bite me - and triggers a response by radiating nerve signals throughout the body. These signals produce the familiar signs of distress: trembling, perspiration and fast-moving feet, just to name three.

This fear mechanism is critical to the survival of all animals, but no one



can say for sure whether beasts other than humans know they're afraid. That is, as LeDoux says, "if you put that system into a brain that has consciousness, then you get the feeling of fear."

Humans, says Edward M. Hallowell, have the ability to call up images of bad things that happened in the past and to anticipate future events. Combine these higher thought processes with our hardwired danger-detection systems, and you get a near-universal human phenomenon: worry.

That's not necessarily a bad thing, says Hallowell. "When used properly, worry is an incredible device," he says. After all, a little healthy worrying is okay if it leads to constructive action - like having a doctor look at that weird spot on your back.

Hallowell insists, though, that there's a right way to worry. "Never do it alone, get the facts and then make a plan." He says. Most of us have survived a recession, so we're familiar with the belt-tightening strategies needed to survive a slump.

Unfortunately, few of us have much experience dealing with the threat of terrorism, so it's been difficult to get fact about how we should respond. That's why Hallowell believes it was okay for people to indulge some extreme worries last fall by asking doctors for Cipro(□□□□□□) and buying gas masks.

52. The "so-called fight-or-flight response" (Line 2, Para. 1) refers to "\_\_\_\_\_".

- A) the biological process in which human beings' sense of self-defense evolves
- B) the instinctive fear human beings feel when faced with potential danger
- C) the act of evaluating a dangerous situation and making a quick decision
- D) the elaborate mechanism in the human brain for retrieving information

53. From the studies conducted by LeDoux we learn that \_\_\_\_\_.

- A) reactions of humans and animals to dangerous situations are often unpredictable
- B) memories of significant events enable people to control fear and distress
- C) people's unpleasant memories are derived from their feeling of fear
- D) the amygdale plays a vital part in human and animal responses to potential danger

54. From the passage we know that \_\_\_\_\_.

- A) a little worry will do us good if handled properly
- B) a little worry will enable us to survive a recession
- C) fear strengthens the human desire to survive danger
- D) fear helps people to anticipate certain future events

55. Which of the following is the best way to deal with your worries according to Hallowell?

- A) Ask for help from the people around you.
- B) Use the belt-tightening strategies for survival.
- C) Seek professional advice and take action.
- D) Understand the situation and be fully prepared.

56. In Hallowell's view, people's reaction to the terrorist threat last fall was

\_\_\_\_\_.

A) ridiculous B) understandable C) over-cautious D) sensible

## Passage Two

**Questions 57 to 61 are based on the following passage.**

Amitai Etzioni is not surprised by the latest headings about scheming corporate crooks(□□). As a visiting professor at the Harvard Business School in 1989, he ended his work there disgusted with his students' overwhelming lost for money. "They're taught that profit is all that matters," he says. "Many schools don't even offer ethics(□□□) courses at all."

Etzioni expressed his frustration about the interests of his graduate students. "By and large, I clearly had not found a way to help classes full of MBAs see that there is more to life than money, power, fame and self-interest." He wrote at the time. Today he still takes the blame for not educating these "business-leaders-to-be." "I really like I failed them," he says. "If I was a better teacher maybe I could have reached them."

Etzioni was a respected ethics expert when he arrived at Harvard. He hoped his work at the university would give him insight into how questions of morality could be applied to places where self-interest flourished. What he found wasn't encouraging. Those would be executives had, says Etzioni, little interest in concepts of ethics and morality in the boardroom - and their professor was met with blank stares when he urged his students to see business in new and different ways.

Etzioni sees the experience at Harvard as an eye-opening one and says there's much about business schools that he'd like to change. "A lot of the faculty teaching business are bad news themselves," Etzioni says. From offering classes that teach students how to legally manipulate contracts, to reinforcing the notion of profit over community interests, Etzioni has seen a lot that's left him shaking his head. And because of what he's seen taught in business schools, he's not surprised by the latest rash of corporate scandals. "In many ways things have got a lot worse at business schools, I suspect," says Etzioni.

Etzioni is still teaching the sociology of right and wrong and still calling for ethical business leadership. "People with poor motives will always exist." He says. "Sometimes environments constrain those people and sometimes environments give those people opportunity." Etzioni says the booming economy of the last decade enabled those individuals with poor motives to get rich before getting in trouble. His hope now: that the cries for reform will provide more fertile soil for his long-standing messages about business ethics.

57. What impressed Amitai Etzioni most about Harvard MBA students?

- A) Their keen interest in business courses.
- B) Their intense desire for money.
- C) Their tactics for making profits.
- D) Their potential to become business leaders.

58. Why did Amitai Etzioni say "I really feel like I failed them" (Line 4, Para. 2)?

- A) He was unable to alert his students to corporate malpractice.
- B) He didn't teach his students to see business in new and different ways.
- C) He could not get his students to understand the importance of ethics in business.
- D) He didn't offer courses that would meet the expectations of the business-leaders-to-be.

59. Most would-be executives at the Harvard Business School believed that \_\_\_\_\_.

- A) questions of morality were of utmost importance in business affairs
- B) self-interest should not be the top priority in business dealings
- C) new and different principles should be taught at business schools
- D) there was no place for ethics and morality in business dealings

60. In Etzioni's view, the latest rash of corporate scandals could be attributed to \_\_\_\_\_.

- A) the tendency in business schools to stress self-interest over business ethics
- B) the executives' lack of knowledge in legally manipulating contracts
- C) the increasingly fierce competition in the modern business world
- D) the moral corruption of business school graduates

61. We learn from the last paragraph that \_\_\_\_\_.

- A) the calls for reform will help promote business ethics
- B) businessmen with poor motives will gain the upper hand
- C) business ethics courses should be taught in all business schools
- D) reform in business management contributes to economic growth

**2007 □ 6 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.

For questions 1-4, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 5-10, complete the sentences with the information given in the passage.

### **Seven Steps to a More Fulfilling Job**

Many people today find themselves in unfulfilling work situations. In fact, one in four workers is dissatisfied with their current job, according to the recent "Plans for 2004" survey. Their career path may be financially rewarding, but it doesn't meet their emotional, social or creative needs. They're stuck, unhappy, and have no idea what to do about it, except move to another job.

Mary Lyn Miller, veteran career consultant and founder of the Life and Career Clinic, says that when most people are unhappy about their work, their first thought is to get a different job. Instead, Miller suggests looking at the possibility of a different life. Through her book, *8 Myths of Making a Living*, as well as workshops, seminars and personal coaching and consulting, she has helped thousands of dissatisfied workers reassess life and work.

Like the way of Zen, which includes understanding of oneself as one really is, Miller encourages job seekers and those dissatisfied with work or life to examine their beliefs about work and recognize that "in many cases your beliefs are what brought you to where you are today." You may have been raised to think that women were best at nurturing and caring and, therefore, should be teachers and nurses. So that's what you did. Or, perhaps you were brought up to believe that you should do what your father did, so you have taken over the family business, or become a dentist "just like dad." If this sounds familiar, it's probably time to look at the new possibilities for your

future.

Miller developed a 7-step process to help potential job seekers assess their current situation and beliefs, identify their real passion, and start on a journey that allows them to pursue their passion through work.

**Step 1: Willingness to do something different.**

Breaking the cycle of doing what you have always done is one of the most difficult tasks for job seekers. Many find it difficult to steer away from a career path or make a change, even if it doesn't feel right. Miller urges job seekers to open their minds to other possibilities beyond what they are currently doing.

**Step 2: Commitment to being who you are, not who or what someone wants you to be.**

Look at the gifts and talents you have and make a commitment to pursue those things that you love most. If you love the social aspects of your job, but are stuck inside an office or "chained to your desk" most of the time, vow to follow your instinct and investigate alternative careers and work that allow you more time to interact with others. Dawn worked as a manager for a large retail clothing store for several years. Though she had advanced within the company, she felt frustrated and longed to be involved with nature and the outdoors. She decided to go to school nights and weekends to pursue her true passion by earning her master's degree in forestry. She now works in the biotech forestry division of a major paper company.

**Step 3: Self-definition.**

Miller suggests that once job seekers know who they are, they need to know how to sell themselves. "In the job market, you are a product. And just like a product, you must know the features and benefits that you have to offer a potential client, or employer." Examine the skills and knowledge that you have and identify how they can apply to your desired occupation. Your qualities will exhibit to employers why they should hire you over other candidates.

**Step 4: Attain a level of self-honoring.**

Self-honoring or self-love may seem like an odd step for job hunters, but being able to accept yourself, without judgment, helps eliminate insecurities and will make you more self-assured. By accepting who you are - all your emotions, hopes and dreams, your personality, and your unique way of being - you'll project more confidence when networking and talking with potential employers. The power of self-honoring can help to break all the falsehoods you were programmed to believe - those that made you feel that you were not good enough, or strong enough, or intelligent enough to do what you truly desire.

**Step 5: Vision.**

Miller suggests that job seekers develop a vision that embraces the answer to "What do I really want to do?" one should create a solid statement in a dozen or so sentences that describe in detail how they see their life related to work. For instance, the secretary who longs to be an actress

describes a life that allows her to express her love of Shakespeare on stage. A real estate agent, attracted to his current job because he loves fixing up old homes, describes buying properties that need a little tender loving care to make them more saleable.

**Step 6: Appropriate risk.**

Some philosophers believe that the way to enlightenment comes through facing obstacles and difficulties. Once people discover their passion, many are too scared to do anything about it. Instead, they do nothing. With this step, job seekers should assess what they are willing to give up, or risk, in pursuit of their dream. For one working mom, that meant taking night classes to learn new computer-aided design skills, while still earning a salary and keeping her day job. For someone else, it may mean quitting his or her job, taking out a loan and going back to school full time. You'll move one step closer to your ideal work life if you identify how much risk you are willing to take and the sacrifices you are willing to make.

**Step 7: Action.**

Some teachers of philosophy describe action in this way, "If one wants to get to the top of a mountain, just sitting at the foot thinking about it will not bring one there. It is by making the effort of climbing up the mountain, step by step, that eventually the summit is reached." All too often, it is the lack of action that ultimately holds people back from attaining their ideals. Creating a plan and taking it one step at a time can lead to new and different job opportunities. Job-hunting tasks gain added meaning as you sense their importance in your quest for a more meaningful work life. The plan can include researching industries and occupations, talking to people who are in your desired area of work, taking classes, or accepting volunteer work in your targeted field.

Each of these steps will lead you on a journey to a happier and more rewarding work life. After all, it is the journey, not the destination, that is most important.

1. According to the recent "Plans for 2004" survey, most people are unhappy with their current jobs.
2. Mary Lyn Miller's job is to advise people on their life and career.
3. Mary Lyn Miller herself was once quite dissatisfied with her own work.
4. Many people find it difficult to make up their minds whether to change their career path.
5. According to Mary Lyn Miller, people considering changing their careers should commit themselves to the pursuit of \_\_\_\_\_.
6. In the job market, job seekers need to know how to sell themselves like \_\_\_\_\_.
7. During an interview with potential employers, self-honoring or self-love may help a job seeker to show \_\_\_\_\_.
8. Mary Lyn Miller suggests that a job seeker develop a vision that answers the question " \_\_\_\_\_ "

9. Many people are too scared to pursue their dreams because they are unwilling to \_\_\_\_\_.
10. What ultimately holds people back from attaining their ideals is \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

Google is a world-famous company, with its headquarters in Mountain View, California. It was set up in a Silicon Valley garage in 1998, and inflated( ) with the Internet bubble. Even when everything around it collapsed the company kept on inflating. Google's search engine is so widespread across the world that search became Google, and google became a verb. The world fell in love with the effective, fascinatingly fast technology.

Google owes much of its success to the brilliance of S. Brin and L. Page, but also to a series of fortunate events. It was Page who, at Stanford in 1996, initiated the academic project that eventually became Google's search engine. Brin, who had met Page at a student orientation a year earlier, joined the project early on. They were both Ph.D. candidates when they devised the search engine which was better than the rest and, without any marketing, spread by word of mouth from early adopters to, eventually, your grandmother.

Their breakthrough, simply put, was that when their search engine crawled the Web, it did more than just look for word matches; it also tallied( ) and ranked a host of other critical factors like how websites link to one another. That delivered far better results than anything else. Brin and Page meant to name their creation Googol (the mathematical term for the number 1 followed by 100 zeroes), but someone misspelled the word so it stuck as Google. They raised money from prescient( ) professors and venture capitalists, and moved off campus to turn Google into a business. Perhaps their biggest stroke of luck came early on when they tried to sell their technology to other search engines, but no one met their price, and they built it up on their own.

The next breakthrough came in 2000, when Google figured out how to make money with its invention. It had lots of users, but almost no one was paying. The solution turned out to be advertising, and it's not an exaggeration to say that Google is now essentially an advertising company, given that that's the source of nearly all its revenue. Today it is a giant advertising

company, worth \$100 billion.

47. Apart from a series of fortunate events, what is it that has made Google so successful?

48. Google's search engine originated from \_\_\_\_\_ started by L. Page.

49. How did Google's search engine spread all over the world?

50. Brin and Page decided to set up their own business because no one would \_\_\_\_\_.

51. The revenue of the Google company is largely generated from \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

You hear the refrain all the time: the U.S. economy looks good statistically, but it doesn't feel good. Why doesn't ever-greater wealth promote ever-greater happiness? It is a question that dates at least to the appearance in 1958 of *The Affluent ( ) Society* by John Kenneth Galbraith, who died recently at 97.

The *Affluent Society* is a modern classic because it helped define a new moment in the human condition. For most of history, "hunger, sickness, and cold" threatened nearly everyone, Galbraith wrote. "Poverty was found everywhere in that world. Obviously it is not of ours." After World War II, the dread of another Great Depression gave way to an economic boom. In the 1930s unemployment had averaged 18.2 percent; in the 1950s it was 4.5 percent.

To Galbraith, materialism had gone mad and would breed discontent. Through advertising, companies conditioned consumers to buy things they didn't really want or need. Because so much spending was artificial, it would be unfulfilling. Meanwhile, government spending that would make everyone better off was being cut down because people instinctively - and wrongly - labeled government only as "a necessary evil."

It's often said that only the rich are getting ahead; everyone else is



standing still or falling behind. Well, there are many undeserving rich - overpaid chief executives, for instance. But over any meaningful period, most people's incomes are increasing. From 1995 to 2004, inflation-adjusted average family income rose 14.3 percent, to \$43,200. People feel "squeezed" because their rising incomes often don't satisfy their rising wants - for bigger homes, more health care, more education, faster Internet connections.

The other great frustration is that it has not eliminated insecurity. People regard job stability as part of their standard of living. As corporate layoffs increased, that part has eroded. More workers fear they've become "the disposable American," as Louis Uchitelle puts it in his book by the same name.

Because so much previous suffering and social conflict stemmed from poverty, the arrival of widespread affluence suggested utopian( ) possibilities. Up to a point, affluence succeeds. There is much less physical misery than before. People are better off. Unfortunately, affluence also creates new complaints and contradictions.

Advanced societies need economic growth to satisfy the multiplying wants of their citizens. But the quest for growth lets loose new anxieties and economic conflicts that disturb the social order. Affluence liberates the individual, promising that everyone can choose a unique way to self-fulfillment. But the promise is so extravagant that it predestines many disappointments and sometimes inspires choices that have anti-social consequences, including family breakdown and obesity( ). Statistical indicators of happiness have not risen with incomes.

Should we be surprised? Not really. We've simply reaffirmed an old truth: the pursuit of affluence does not always end with happiness.

52. What question does John Kenneth Galbraith raise in his book *The Affluent Society*?

- A) Why statistics don't tell the truth about the economy.
- B) Why affluence doesn't guarantee happiness.
- C) How happiness can be promoted today.
- D) What lies behind an economic boom.

53. According to Galbraith, people feel discontented because \_\_\_\_\_.

- A) public spending hasn't been cut down as expected
- B) the government has proved to be a necessary evil
- C) they are in fear of another Great Depression
- D) materialism has run wild in modern society

54. Why do people feel squeezed when their average income rises considerably?

- A) Their material pursuits have gone far ahead of their earnings.
- B) Their purchasing power has dropped markedly with inflation.
- C) The distribution of wealth is uneven between the rich and the poor.
- D) Health care and educational cost have somehow gone out of control.

55. What does Louis Uchitelle mean by "the disposable American" (Line 3, Para. 5)?

- A) Those who see job stability as part of their living standard.
  - B) People full of utopian ideas resulting from affluence.
  - C) People who have little say in American politics.
  - D) Workers who no longer have secure jobs.
56. What has affluence brought to American society?
- A) Renewed economic security. B) A sense of self-fulfillment.
  - C) New conflicts and complaints. D) Misery and anti-social behavior.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

The use of deferential(□□□) language is symbolic of the Confucian ideal of the woman, which dominates conservative gender norms in Japan. This ideal presents a woman who withdraws quietly to the background, subordinating her life and needs to those of her family and its male head. She is a dutiful daughter, wife, and mother, master of the domestic arts. The typical refined Japanese woman excels in modesty and delicacy; she "treads softly(□□□□) in the world," elevating feminine beauty and grace to an art form.

Nowadays, it is commonly observed that young women are not conforming to the feminine linguistic(□□□) ideal. They are using fewer of the very deferential "women's" forms, and even using the few strong forms that are known as "men's." This, of course, attracts considerable attention and has led to an outcry in the Japanese media against the defeminization of women's language. Indeed, we didn't hear about "men's language" until people began to respond to girls' appropriation of forms normally reserved for boys and men. There is considerable sentiment about the "corruption" of women's language - which of course is viewed as part of the loss of feminine ideals and morality - and this sentiment is crystallized by nationwide opinion polls that are regularly carried out by the media.

Yoshiko Matsumoto has argued that young women probably never used as many of the highly deferential forms as older women. This highly polite style is no doubt something that young women have been expected to "grow into" - after all, it is assigned not simply of femininity, but of maturity and refinement, and its use could be taken to indicate a change in the nature of one's social relations as well. One might well imagine little girls using exceedingly polite forms when playing house or imitating older women - in a fashion analogous to little girls' use of a high-pitched voice to do "teacher talk" or "mother talk" in role play.

The fact that young Japanese women are using less deferential language is a sure sign of change - of social change and of linguistic change. But it is most certainly not a sign of the "masculinization" of girls. In some instances, it

may be a sign that girls are making the same claim to authority as boys and men, but that is very different from saying that they are trying to be "masculine." Katsue Reynolds has argued that girls nowadays are using more assertive language strategies in order to be able to compete with boys in schools and out. Social change also brings not simply different positions for women and girls, but different relations to life stages, and adolescent girls are participating in new subcultural forms. Thus what may, to an older speaker, seem like "masculine" speech may seem to an adolescent like "liberated" or "hip" speech.

57. The first paragraph describes in detail \_\_\_\_\_.

- A) the standards set for contemporary Japanese women
- B) the Confucian influence on gender norms in Japan
- C) the stereotyped role of women in Japanese families
- D) the norms for traditional Japanese women to follow

58. What change has been observed in today's young Japanese women?

- A) They pay less attention to their linguistic behavior.
- B) They use fewer of the deferential linguistic forms.
- C) They confuse male and female forms of language.
- D) They employ very strong linguistic expressions.

59. How do some people react to women's appropriation of men's language forms as reported in the Japanese media?

- A) They call for a campaign to stop the defeminization.
- B) They see it as an expression of women's sentiment.
- C) They accept it as a modern trend.
- D) They express strong disapproval.

60. According to Yoshiko Matsumoto, the linguistic behavior observed in today's young women \_\_\_\_\_.

- A) may lead to changes in social relations
- B) has been true of all past generations
- C) is viewed as a sign of their maturity
- D) is a result of rapid social progress

61. The author believes that the use of assertive language by young Japanese women is \_\_\_\_\_.

- A) a sure sign of their defeminization and maturation
- B) an indication of their defiance against social change
- C) one of their strategies to compete in a male-dominated society
- D) an inevitable trend of linguistic development in Japan today

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## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked [A], [B], [C] and [D]. For questions 8 -10, complete the sentences with the information given in the passage.

### **Seven Ways to Save the World**

Forget the old idea that conserving energy is a form of self-denial - riding bicycles, dimming the lights, and taking fewer showers. These days conservation is all about efficiency: getting the same - or better - results from just a fraction of the energy. When a slump in business travel forced Ulrich Romer to cut cost costs at his family-owned hotel in Germany, he replaced hundreds of the hotel's wasteful light bulbs, getting the same light for 80 percent less power. He bought a new water boiler with a digitally controlled pump, and wrapped insulation around the pipes. Spending about €100,000 on these and other improvements, he slashed his €90,000 fuel and power bill by €60,000. As a bonus, the hotel's lower energy needs have reduced its annual carbon emissions by more than 200 metric tons. "For us, saving energy has been very, very profitable," he says. "And most importantly, we're not giving up a single comfort for our guests."

Efficiency is also a great way to lower carbon emissions and help slow global warming. But the best argument for efficiency is its cost - or, more precisely, its profitability. That's because quickly growing energy demand requires immense investment in new supply, not to mention the drain of rising energy prices.

No wonder efficiency has moved to the top of the political agenda. On Jan. 10, the European Union unveiled a plan to cut energy use across the continent by 20 percent by 2020. Last March, China imposed a 20 percent increase in energy efficiency by 2020. Even George W. Bush, the Texas oilman, is expected to talk about energy conversation in his State of the Union speech this week.

The good news is that the world is full of proven, cheap ways to save energy. Here are the seven that could have the biggest impact:

### **Insulate**

Space heating and cooling eats up 36 percent of all the world's energy. There's virtually no limit to how much of that can be saved, as prototype "zero-energy homes" in Switzerland and Germany have shown. There's been a surge in new ways of keeping heat in and cold out (or vice versa). The most advanced insulation follows the law of increasing returns: if you add enough, you can scale down or even eliminate heating and air-conditioning equipment, lowering costs even before you start saving on utility bills. Studies have shown that green workplaces (ones that don't constantly need to have the heat or air-conditioner running) have higher worker productivity and lower sick rates.

### **Change Bulbs**

Lighting eats up 20 percent of the world's electricity, or the equivalent of roughly 600,000 tons of coal a day. Forty percent of that powers old-fashioned incandescent light bulbs - a 19th-century technology that wastes most of the power it consumes on unwanted heat.

Compact fluorescent lamps, or CFLs, not only use 75 to 80 percent less electricity than incandescent bulbs to generate the same amount of light, but they also last 10 times longer. Phasing old bulbs out by 2030 would save the output of 650 power plants and avoid the release of 700 million tons of carbon into the atmosphere each year.

### **Comfort Zone**

Water boilers, space heaters and air conditioners have been notoriously inefficient. The heat pump has altered that equation. It removes heat from the air outside or the ground below and uses it to supply heat to a building or its water supply. In the summer, the system can be reversed to cool building as well.

Most new residential buildings in Sweden are already heated with ground-source heat pumps. Such systems consume almost no conventional fuel at all. Several countries have used subsidies to jump-start the market, including Japan, where almost 1 million heat pumps have been installed in the past two years to heat water for showers and hot tubs.

### **Remake Factories**

From steel mills to paper factories, industry eats up about a third of the world's energy. The opportunities to save are vast. In Ludwigshafen, German chemicals giant BASF runs an interconnected complex of more than 200 chemical factories, where heat produced by one chemical process is used to power the next. At the Ludwigshafen site alone, such recycling of heat and energy saves the company €200 million a year and almost half its CO<sub>2</sub> emissions. Now BASF is doing the same for new plants in China. "Optimizing(□ □) energy efficiency is a decisive competitive advantage," says BASF CEO Jurgen Hambrecht.

## **Green Driving**

A quarter of the world's energy - including two thirds of the annual production of oil - is used for transportation. Some savings come free of charge: you can boost fuel efficiency by 6 percent simply by keeping your car's tires properly inflated(□□). Gasoline-electric hybrid(□□□) models like the Toyota Prius improve mileage by a further 20 percent over conventional models.

## **A Better Fridge**

More than half of all residential power goes into running household appliances, producing a fifth of the world's carbon emissions. And that's true even though manufacturers have already hiked the efficiency of refrigerators and other white goods by as much as 70 percent since the 1980s. According to an International Energy Agency study, if consumers chose those models that would save them the most money over the life of the appliance, they'd cut global residential power consumption and their utility bills by 43 percent.

## **Flexible Payment**

Who says you have to pay for all your conservation investment? "Energy service contractors" will pay for retrofitting(□□□□) in return for a share of the client's annual utility-bill savings. In Beijing, Shenwu Thermal Energy Technology Co. specializes in retrofitting China's steel furnaces. Shenwu puts up the initial investment to install a heat exchanger that preheats the air going into the furnace, slashing the client's fuel costs. Shenwu pockets a cut of those savings, so both Shenwu and the client profit.

If saving energy is so easy and profitable, why isn't everyone doing it? It has to do with psychology and a lack of information. Most of us tend to look at today's price tag more than tomorrow's potential savings. That holds double for the landlord or developer, who won't actually see a penny of the savings his investment in better insulation or a better heating system might generate. In many people's minds, conservation is still associated with self-denial. Many environmentalists still push that view.

Smart governments can help push the market in the right direction. The EU's 1994 law on labeling was such a success that it extended the same idea to entire buildings last year. To boost the market value of efficiency, all new buildings are required to have an "energy pass" detailing power and heating consumption. Countries like Japan and Germany have successively tightened building codes, requiring an increase in insulation levels but leaving it up to builders to decide how to meet them.

The most powerful incentives, of course, will come from the market itself. Over the past year, sky-high fuel prices have focused minds on efficiency like never before. Ever-increasing pressure to cut costs has finally forced more companies to do some math on their energy use.

Will it be enough? With global demand and emissions rising so fast, we may not have any choice but to try. Efficient technology is here now, proven and cheap. Compared with all other options, it's the biggest, easiest and most

profitable bang for the buck.

1. What is said to be the best way to conserve energy nowadays?  
[A] Raising efficiently. [B] Cutting unnecessary costs.  
[C] Finding alternative resources. [D] Sacrificing some personal comforts.
2. What does the European Union plan to do?  
[A] Diversify energy supply. [B] Cut energy consumption.  
[C] Reduce carbon emissions. [D] Raise production efficiency.
3. If you add enough insulation to your house, you may be able to \_\_\_\_\_.  
[A] improve your work environment [B] cut your utility bills by half.  
[C] get rid of air-conditioners [D] enjoy much better health
4. How much of the power consumed by incandescent bulbs is converted into light?  
[A] A small portion. [B] Some 40 percent [C] Almost half. [D] 75 to 80 percent.
5. Some countries have tried to jump-start the market of heat pumps by \_\_\_\_\_.  
[A] upgrading the equipment [B] encouraging investments  
[C] implementing high-tech [D] providing subsidies
6. German chemicals giant BASF saves € 200 million a year by \_\_\_\_\_.  
[A] recycling heat and energy [B] setting up factories in China  
[C] using the newest technology [D] reducing the CO<sub>2</sub> emissions of its plants
7. Global residential power consumption can be cut by 43 percent if \_\_\_\_\_.  
[A] we increase the insulation of walls and water pipes  
[B] we choose simpler models of electrical appliances  
[C] we cut down on the use of refrigerators and other white goods  
[D] we choose the most efficient models of refrigerators and other white goods
8. Energy service contractors profit by taking a part of clients' \_\_\_\_\_.
9. Many environmentalists maintain the view that conservation has much to do with \_\_\_\_\_.
10. The strongest incentive energy conservation will drive from \_\_\_\_\_.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

Men, these days, are embracing fatherhood with the round-the-clock involvement their partners have always dreamed of - handling night feedings,

packing lunches and bandaging knees. But unlike women, many find they're negotiating their new roles with little support or information. "Men in my generation (aged 25-40) have a fear of becoming dads because we have no role models," says Jon Smith, a writer. They often find themselves excluded from mothers' support networks, and are eyed warily(□□□) on the playground.

The challenge is particularly evident in the work-place. There, men are still expected to be breadwinners climbing the corporate ladder: traditionally-minded bosses are often unsympathetic to family needs. In Denmark most new fathers only take two weeks of paternity leave(□□□□□□) - even though they are allowed 34 days. As much as if not more so than women, fathers struggle to be taken seriously when they request flexible arrangements.

Though Wilfried-Fritz Maring, 54, a data-bank and Internet specialist with German firm FIZ Karlsruhe, feels that the time he spends with his daughter outweighs any disadvantages, he admits, "With my decision to work from home I dismissed any opportunity for promotion."

Mind-sets(□□□□) are changing gradually. When Maring had a daughter, the company equipped him with a home office and allowed him to choose a job that could be performed from there. Danish telecom company TDC initiated an internal campaign last year to encourage dads to take paternity leave: 97 percent now do. "When an employee goes on paternity leave and is with his kids, he gets a new kind of training: in how to keep cool under stress." says spokesperson Christine Elberg Holm. For a new generation of dads, kids may come before the company - but it's a shift that benefits both.

47. Unlike women, men often get little support or information from \_\_\_\_\_.

48. Besides supporting the family, men were also expected to \_\_\_\_\_.

49. Like women, men hope that their desire for a flexible schedule will be \_\_\_\_\_.

50. When Maring was on paternity leave, he was allowed by his company to work \_\_\_\_\_.

51. Christine Holm believes paternity leave provides a new kind of training for men in that it can help them cope with \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.



## Passage One

**Questions 52 to 56 are based on the following passage.**

Like most people, I've long understood that I will be judged by my occupation, that my profession is a gauge people use to see how smart or talented I am. Recently, however, I was disappointed to see that it also decides how I'm treated as a person.

Last year I left a professional position as a small-town reporter and took a job waiting tables. As someone paid to serve food to people. I had customers say and do things to me I suspect they'd never say or do to their most casual acquaintances. One night a man talking on his cell phone waved me away, then beckoned(□□) me back with his finger minute later, complaining he was ready to order and asking where I'd been.

I had waited tables during summers in college and was treated like a peon(□□□) plenty of people. But at 19 years old, I believed I deserved inferior treatment from professional adults. Besides, people responded to me differently after I told them I was in college. Customers would joke that one day I'd be sitting at their table, waiting to be served.

Once I graduated I took a job at a community newspaper. From my first day, I heard a respectful tone from everyone who called me. I assumed this was the way the professional world worked - cordially.

I soon found out differently. I sat several feet away from an advertising sales representative with a similar name. Our calls would often get mixed up and someone asking for Kristen would be transferred to Christie. The mistake was immediately evident. Perhaps it was because money was involved, but people used a tone with Kristen that they never used with me.

My job title made people treat me with courtesy. So it was a shock to return to the restaurant industry.

It's no secret that there's a lot to put up with when waiting tables, and fortunately, much of it can be easily forgotten when you pocket the tips. The service industry, by definition, exists to cater to others' needs. Still, it seemed that many of my customers didn't get the difference between server and servant.

I'm now applying to graduated school, which means someday I'll return to a profession where people need to be nice to me in order to get what they want, I think I'll take them to dinner first, and see how they treat someone whose only job is to serve them.

52. The author was disappointed to find that \_\_\_\_\_.

- [A] one's position is used as a gauge to measure one's intelligence
- [B] talented people like her should fail to get a respectable job
- [C] one's occupation affects the way one is treated as a person
- [D] professionals tend to look down upon manual workers

53. What does the author intend to say by the example in the second paragraph?

- [A] Some customers simply show no respect to those who serve them.
- [B] People absorbed in a phone conversation tend to be absent-minded.
- [C] Waitresses are often treated by customers as casual acquaintances.
- [D] Some customers like to make loud complaints for no reason at all.

54. How did the author feel when waiting tables at the age of 19?

- [A] She felt it unfair to be treated as a mere servant by professional.
- [B] She felt badly hurt when her customers regarded her as a peon.
- [C] She was embarrassed each time her customers joked with her.
- [D] She found it natural for professionals to treat her as inferior.

55. What does the author imply by saying "...many of my customers didn't get the difference between server and servant" (Lines 3-4, Para.7)?

- [A] Those who cater to others' needs are destined to be looked down upon.
- [B] Those working in the service industry shouldn't be treated as servants.
- [C] Those serving others have to put up with rough treatment to earn a living.
- [D] The majority of customers tend to look on a servant as server nowadays.

56. The author says she'll one day take her clients to dinner in order to \_\_\_\_\_.

- [A] see what kind of person they are
- [B] experience the feeling of being served
- [C] show her generosity towards people inferior to her
- [D] arouse their sympathy for people living a humble life

## Passage Two

**Questions 57 to 61 are based on the following passage.**

What's hot for 2007 among the very rich? A \$7.3 million diamond ring. A trip to Tanzania to hunt wild animals. Oh, and income inequality.

Sure, some leftish billionaires like George Soros have been railing against income inequality for years. But increasingly, centrist and right-wing billionaires are starting to worry about income inequality and the fate of the middle class.

In December, Mortimer Zuckerman wrote a column in U.S. News & World Report, which he owns. "our nation's core bargain with the middle class is disintegrating," lamented(□□) the 117th-richest man in America. "Most of our economic gains have gone to people at the very top of the income ladder. Average income for a household of people of working age, by contrast, has fallen five years in a row." He noted that "Tens of millions of Americans live in fear that a major health problem can reduce them to bankruptcy."

Wilbur Ross Jr. has echoed Zuckerman's anger over the bitter struggles

faced by middle-class Americans. "It's an outrage that any American's life expectancy should be shortened simply because the company they worked for went bankrupt and ended health-care coverage," said the former chairman of the International Steel Group.

What's happening? The very rich are just as trendy as you and I, and can be so when it comes to politics and policy. Given the recent change of control in Congress, the popularity of measures like increasing the minimum wage, and efforts by California's governor to offer universal health care, these guys don't need their own personal weathermen to know which way the wind blows.

It's possible that plutocrats( plutocrats ) are expressing solidarity with the struggling middle class as part of an effort to insulate themselves from confiscatory( confiscatory ) tax policies. But the prospect that income inequality will lead to higher taxes on the wealthy doesn't keep plutocrats up at night. They can live with that.

No, what they fear was that the political challenges of sustaining support for global economic integration will be more difficult in the United States because of what has happened to the distribution of income and economic insecurity.

In other words, if middle-class Americans continue to struggle financially as the ultrawealthy grow ever wealthier, it will be increasingly difficult to maintain political support for the free flow of goods, services, and capital across borders. And when the United States places obstacles in the way of foreign investors and foreign goods, it's likely to encourage reciprocal action abroad. For people who buy and sell companies, or who allocate capital to markets all around the world, that's the real nightmare.

57. What is the current topic of common interest among the very rich in America?

[A] The fate of the ultrawealthy people. [B] The disintegration of the middle class.

[C] The inequality in the distribution of wealth.

[D] The conflict between the left and the right wing.

58. What do we learn from Mortimer Zuckerman's lamentation?

[A] Many middle-income families have failed to make a bargain for better welfare.

[B] The American economic system has caused companies to go bankrupt.

[C] The American nation is becoming more and more divided despite its wealth.

[D] The majority of Americans benefit little from the nation's growing wealth.

59. From the fifth paragraph we can learn that \_\_\_\_\_.

[A] the very rich are fashion-conscious [B] the very rich are politically sensitive

[C] universal health care is to be implemented throughout America

[D] Congress has gained popularity by increasing the minimum wage

60. What is the real reason for plutocrats to express solidarity with the middle class?

- [A] They want to protect themselves from confiscatory taxation.
- [B] They know that the middle class contributes most to society.
- [C] They want to gain support for global economic integration.
- [D] They feel increasingly threatened by economic insecurity.

61. What may happen if the United States places obstacles in the way of foreign investors and foreign goods?

- [A] The prices of imported goods will inevitably soar beyond control.
- [B] The investors will have to make great efforts to re-allocate capital.
- [C] The wealthy will attempt to buy foreign companies across borders.
- [D] Foreign countries will place the same economic barriers in return.

**2008 □ 6 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked [A], [B], [C] and [D]. For questions 8 -10, complete the sentences with the information given in the passage.

### **What will the world be like in fifty years?**

This week some top scientists, including Nobel Prize winners, gave their vision of how the world will look in 2056, from gas-powered cars to extraordinary health advances, John Ingham reports on what the world's finest minds believe our futures will be.

For those of us lucky enough to live that long, 2056 will be a world of almost perpetual youth, where obesity is a remote memory and robots become our companions.

We will be rubbing shoulders with aliens and colonizing outer space. Better still, our descendants might at last live in a world at peace with itself.

The prediction is that we will have found a source of inexhaustible, safe, green energy, and that science will have killed off religion. If they are right we will have removed two of the main causes of war—our dependence on oil and religious prejudice.

Will we really, as today's scientists claim, be able to live forever or at least cheat the ageing process so that the average person lives to 150?

Of course, all these predictions come with a scientific health warning. Harvard professor Steven Pinker says: "This is an invitation to look foolish, as with the predictions of domed cities and nuclear-powered vacuum cleaners that were made 50 years ago."

### **Living longer**

Anthony Atala, director of the Wake Forest Institute in North Carolina, believes failing organs will be repaired by injecting cells into the body. They will naturally go straight to the injury and help heal it. A system of injections without needles could also slow the ageing process by using the same process

to "tune" cells.

Bruce Lahn, professor of human genetics at the University of Chicago, anticipates the ability to produce "unlimited supplies" of transplantable human organs without the need for a new organ, such as kidney, the surgeon would contact a commercial organ producer, give him the patient's immunological profile and would then be sent a kidney with the correct tissue type.

These organs would be entirely composed of human cells, grown by introducing them into animal hosts, and allowing them to develop into an organ in place of the animal's own. But Prof. Lahn believes that farmed brains would be "off limits". He says: "Very few people would want to have their brains replaced by someone else's and we probably don't want to put a human brain in an animal body."

Richard Miller, a professor at the University of Michigan, thinks scientists could develop "authentic anti-ageing drugs" by working out how cells in larger animals such as whales and humans resist many forms of injuries. He says: "It is now routine, in laboratory mammals, to extend lifespan by about 40%. Turning on the same protective systems in people should, by 2056, create the first class of 100-year-olds who are as vigorous and productive as today's people in their 60s"

### **Aliens**

Conlin Pillinger, professor of planetary sciences at the Open University, says: "I fancy that at least we will be able to show that life did start to evolve on Mars well as Earth." Within 50 years he hopes scientists will prove that alien life came here in Martian meteorites(□□).

Chris McKay, a planetary scientist at NASA's Ames Research Center, believes that in 50 years we may find evidence of alien life in ancient permanent ice on Mars or on other planets.

He adds: "There is even a chance we will find alien life forms here on Earth. It might be as different as English is to Chinese.

Princeton professor Freeman Dyson thinks it "likely" that life from outer space will be discovered before 2056 because the tools for finding it, such as optical and radio detection and data processing, are improving.

He says: "As soon as the first evidence is found, we will know what to look for and additional discoveries are likely to follow quickly. Such discoveries are likely to have revolutionary consequences for biology, astronomy and philosophy. They may change the way we look at ourselves and our place in the universe.

### **Colonies in space**

Richard Gott, professor of astrophysics at Princeton, hopes man will set up a self-sufficient colony on Mars, which would be a "life insurance policy against whatever catastrophes, natural or otherwise, might occur on Earth.

"The real space race is whether we will colonise off Earth on to other worlds before money for the space programme runs out."

### **Spinal injuries**

Ellen Heber-Katz, a professor at the Wistar Institute in Philadelphia, foresees cures for injuries causing paralysis such as the one that afflicted Superman star Christopher Reeve.

She says: "I believe that the day is not far off when we will be able to prescribe drugs that cause severed ( ) spinal cords to heal, hearts to regenerate and lost limbs to regrow.

"People will come to expect that injured or diseased organs are meant to be repaired from within, in much the same way that we fix an appliance or automobile: by replacing the damaged part with a manufacturer-certified new part." She predicts that within 5 to 10 years fingers and toes will be regrown and limbs will start to be regrown a few years later. Repairs to the nervous system will start with optic nerves and, in time, the spinal cord. "Within 50 years whole body replacement will be routine," Prof. Heber-Katz adds.

### **Obesity**

Sydney Brenner, senior distinguished fellow of the Crick-Jacobs Center in California, won the 2002 Nobel Prize for Medicine and says that if there is a global disaster some humans will survive-and evolution will favour small people with bodies large enough to support the required amount of brain power. "Obesity," he says. "will have been solved."

### **Robots**

Rodney Brooks, professor of robotics at MIT, says the problems of developing artificial intelligence for robots will be at least partly overcome. As a result, "the possibilities for robots working with people will open up immensely"

### **Energy**

Bill Joy, green technology expert in California, says: "The most significant breakthrough would be to have an inexhaustible source of safe, green energy that is substantially cheaper than any existing energy source."

Ideally, such a source would be safe in that it could not be made into weapons and would not make hazardous or toxic waste or carbon dioxide, the main greenhouse gas blamed for global warming.

### **Society**

Geoffrey Miller, evolutionary psychologist at the University of New Mexico, says: "The US will follow the UK in realizing that religion is not a prerequisite ( ) for ordinary human decency.

"This, science will kill religion-not by reason challenging faith but by offering a more practical, universal and rewarding moral framework for human interaction."

He also predicts that "absurdly wasteful" displays of wealth will become unfashionable while the importance of close-knit communities and families will become clearer.

These things change, he says, will help make us all "brighter, wiser, happier and kinder".

1. What is John Ingham's report about?

- A) A solution to the global energy crisis
  - B) Extraordinary advances in technology.
  - C) The latest developments of medical science
  - D) Scientists' vision of the world in half a century
2. According to Harvard professor Steven Pinker, predictions about the future\_\_\_\_\_.
- A) may invite trouble B) may not come true
  - C) will fool the public D) do more harm than good
3. Professor Bruce Lahn of the University of Chicago predicts that\_\_\_\_\_.
- A) humans won't have to donate organs for transplantation
  - B) more people will donate their organs for transplantation
  - C) animal organs could be transplanted into human bodies
  - D) organ transplantation won't be as scary as it is today
4. According to professor Richard Miller of the University of Michigan, people will \_\_\_\_\_.
- A) life for as long as they wish B) be relieved from all sufferings
  - C) life to 100 and more with vitality D) be able to live longer than whales
5. Princeton professor Freeman Syson thinks that\_\_\_\_\_.
- A) scientists will find alien life similar to ours B) humans will be able to settle on Mars
  - C) alien life will likely be discovered D) life will start to evolve on Mars
6. According to Princeton professor Richard Gott, by setting up a self-sufficient colony on Mars, humans \_\_\_\_\_.
- A) might survive all catastrophes on earth B) might acquire ample natural resources
  - C) will be able to travel to Mars freely D) will move there to live a better life
7. Ellen Heber-Katz, professor at the Wistar Institute in Philadelphia, predicts that \_\_\_\_\_.
- A) human organs can be manufactured like appliances
  - B) people will be as strong and dynamic as supermen
  - C) human nerves can be replaced by optic fibers
  - D) lost fingers and limbs will be able to regrow
8. Rodney Brooks says that it will be possible for robots to work with humans as a result of the development of \_\_\_\_\_.
9. The most significant breakthrough predicted by Bill Joy will be an inexhaustible green energy source that can't be used to make \_\_\_\_\_.
10. According to Geoffrey Miller, science will offer a more practical, universal and rewarding moral framework in place of \_\_\_\_\_.



## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

If movie trailers(预告片) are supposed to cause a reaction, the preview for "United 93" more than succeeds. Featuring no famous actors, it begins with images of a beautiful morning and passengers boarding an airplane. It takes you a minute to realize what the movie's even about. That's when a plane hits the World Trade Center. the effect is visceral(直观的). When the trailer played before "Inside Man" last week at a Hollywood theater, audience members began calling out, "Too soon!" In New York City, the response was even more dramatic. The Loews theater in Manhattan took the rare step of pulling the trailer from its screens after several complaints.

"United 93" is the first feature film to deal explicitly with the events of September 11, 2001, and is certain to ignite an emotional debate. Is it too soon? Should the film have been made at all? More to the point, will anyone want to see it? Other 9/11 projects are on the way as the fifth anniversary of the attack approaches, most notably Oliver Stone's "World Trade Center." but as the forerunner, "United 93" will take most of the heat, whether it deserves it or not.

The real United 93 crashed in a Pennsylvania field after 40 passengers and crew fought back against the terrorists. Writer-director Paul Greengrass has gone to great lengths to be respectful in his depiction of what occurred, proceeding with the film only after securing the approval of every victim's family. "Was I surprised at the agreement? Yes. Very. Usually there're one or two families who're more reluctant," Greengrass writes in an e-mail. "I was surprised at the extraordinary way the United 93 families have welcomed us into their lives and shared their experiences with us." Carole O'Hare, a family member, says, "They were very open and honest with us, and they made us a part of this whole project." Universal, which is releasing the film, plans to donate 10% of its opening weekend gross to the Flight 93 National Memorial Fund. That hasn't stopped criticism that the studio is exploiting a national tragedy. O'Hare thinks that's unfair. "This story has to be told to honor the passengers and crew for what they did," she says. "But more than that, it raises awareness. Our ports aren't secure. Our borders aren't secure. Our airlines still aren't secure, and this is what happens when you're not secure. That's the message I want people to hear."

47. The trailer for "United 93" succeeded in \_\_\_\_\_ when it played in the theaters in Hollywood and New York City.

48. The movie "United 93" is sure to give rise to \_\_\_\_\_.
49. What did writer-director Paul Greengrass obtain before he proceeded with the movie?
- \_\_\_\_\_.
50. Universal, which is releasing "United 93", has been criticized for \_\_\_\_\_.
51. Carole O'Hare thinks that besides honoring the passengers and crew for what they did, the purpose of telling the story is to \_\_\_\_\_ about security.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

Imagine waking up and finding the value of your assets has been halved. No, you're not an investor in one of those hedge funds that failed completely. With the dollar slumping to a 26-year low against the pound, already-expensive London has become quite unaffordable. A coffee at Starbucks, just as unavoidable in England as it is in the United States, runs about \$8.

The once all-powerful dollar isn't doing a Titanic against just the pound. It is sitting at a record low against the euro and at a 30-year low against the Canadian dollar. Even the Argentine peso and Brazilian real are thriving against the dollar.

The weak dollar is a source of humiliation, for a nation's self-esteem rests in part on the strength of its currency. It's also a potential economic problem, since a declining dollar makes imported food more expensive and exerts upward pressure on interest rates. And yet there are substantial sectors of the vast U.S. economy - from giant companies like Coca-Cola to mom-and-pop restaurant operators in Miami - for which the weak dollar is most excellent news.

Many Europeans may view the U.S. as an arrogant superpower that has become hostile to foreigners. But nothing makes people think more warmly of

the U.S. than a weak dollar. Through April, the total number of visitors from abroad was up 6.8 percent from last year. Should the trend continue, the number of tourists this year will finally top the 2000 peak? Many Europeans now apparently view the U.S. the way many Americans view Mexico - as a cheap place to vacation, shop and party, all while ignoring the fact that the poorer locals can't afford to join the merrymaking.

The money tourists spend helps decrease our chronic trade deficit. So do exports, which thanks in part to the weak dollar, soared 11 percent between May 2006 and May 2007. For first five months of 2007, the trade deficit actually fell 7 percent from 2006.

If you own shares in large American corporations, you're a winner in the weak-dollar gamble. Last week Coca-Cola's stock bubbled to a five-year high after it reported a fantastic quarter. Foreign sales accounted for 65 percent of Coke's beverage business. Other American companies profiting from this trend include McDonald's and IBM.

American tourists, however, shouldn't expect any relief soon. The dollar lost strength the way many marriages break up slowly, and then all at once. And currencies don't turn on a dime. So if you want to avoid the pain inflicted by the increasingly pathetic dollar, cancel that summer vacation to England and look to New England. There, the dollar is still treated with a little respect.

52. Why do Americans feel humiliated?

- A. Their economy is plunging. B. They can't afford trips to Europe.
- C. Their currency has slumped. D. They have lost half of their assets.

53. How does the current dollar affect the life of ordinary Americans?

- A. They have to cancel their vacations in New England.
- B. They find it unaffordable to dine in mom-and-pop restaurants.
- C. They have to spend more money when buying imported goods.
- D. They might lose their jobs due to potential economic problems.

54. How do many Europeans feel about the U.S. with the devalued dollar?

- A. They feel contemptuous of it. B. They are sympathetic with it.
- C. They regard it as a superpower on the decline.
- D. They think of it as a good tourist destination.

55. What is the author's advice to Americans?

- A. They treat the dollar with a little respect. B. They try to win in the weak-dollar gamble.
- C. They vacation at home rather than abroad. D. They treasure their marriages all the more.

56. What does the author imply by saying "currencies don't turn on a dime" (Line 2, Para.7)?

- A. The dollar's value will not increase in the short term.
- B. The value of a dollar will not be reduced to a dime
- C. The dollar's value will drop, but within a small margin.
- D. Few Americans will change dollars into other currencies.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

In the college-admissions wars, we parents are the true fights. We are pushing our kids to get good grades, take SAT preparatory courses and build resumes so they can get into the college of our first choice. I've twice been to the wars, and as I survey the battlefield, something different is happening. We see our kids' college background as a prize demonstrating how well we've raised them. But we can't acknowledge that our obsession(□□) is more about us than them. So we've contrived various justifications that turn out to be half-truths, prejudices or myths. It actually doesn't matter much whether Aaron and Nicole go to Stanford.

We have a full-blown prestige panic; we worry that there won't be enough prizes to go around. Fearful parents urge their children to apply to more schools than ever. Underlying the hysteria(□□□□) is the belief that scarce elite degrees must be highly valuable. Their graduates must enjoy more success because they get a better education and develop better contacts. All that is plausible - and mostly wrong. We haven't found any convincing evidence that selectivity or prestige matters. Selective schools don't systematically employ better instructional approaches than less selective schools. On two measures - professors' feedback and the number of essay exams - selective schools do slightly worse.

By some studies, selective schools do enhance their graduates' lifetime earnings. The gain is reckoned at 2-4% for every 100-point increase in a school's average SAT scores. But even this advantage is probably a statistical fluke(□□). A well-known study examined students who got into highly selective schools and then went elsewhere. They earned just as much as graduates from higher-status schools.

Kids count more than their colleges. Getting into Yale may signify intelligence, talent and ambition. But it's not the only indicator and, paradoxically, its significance is declining. The reason: so many similar people go elsewhere. Getting into college is not life only competition. Old-boy networks are breaking down. Princeton economist Alan Krueger studied admissions to one top Ph.D. program. High scores on the GRE helped explain who got in; degrees of prestigious universities didn't.

So, parents, lighten up. The stakes have been vastly exaggerated. Up to a point, we can rationalize our pushiness. America is a competitive society; our kids need to adjust to that, but too much pushiness can be destructive. The very ambition we impose on our children may get some into Harvard but may also set them up for disappointment. One study found that, other things being equal, graduates of highly selective schools experienced more job dissatisfaction. They may have been so conditioned to being on top that

anything less disappoints.

57. Why does the author say that parents are the true fighters in the college-admissions wars?

- A. They have the final say in which university their children are to attend.
- B. They know best which universities are most suitable for their children.
- C. They have to carry out intensive surveys of colleges before children make an application.
- D. They care more about which college their children go to than the children themselves.

58. Why do parents urge their children to apply to more schools than ever?

- A. They want to increase their children's chances of entering a prestigious college.
- B. They hope their children can enter a university that offers attractive scholarships.
- C. Their children will have a wider choice of which college to go to.
- D. Elite universities now enroll fewer students than they used to.

59. What does the author mean by kids count more than their college (Line 1, para. 4)?

- A. Continuing education is more important to a person's success.
- B. A person's happiness should be valued more than their education.
- C. Kids' actual abilities are more important than their college background.
- D. What kids learn at college cannot keep up with job market requirements.

60. What does Krueger's study tell us?

- A. Getting into Ph.D. programs may be more competitive than getting into college.
- B. Degrees from prestigious universities do not guarantee entry to graduate programs.
- C. Graduates from prestigious universities do not care much about their GRE scores.
- D. Connections built in prestigious universities may be sustained long after graduation.

61. One possible result of pushing children into elite universities is that \_\_\_\_\_.

- A. they earn less than their peers from other institutions
- B. they turn out to be less competitive in the job market
- C. they experience more job dissatisfaction after graduation
- D. they overemphasize their qualifications in job application

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## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked [A], [B], [C] and [D]. For questions 8-10, complete the sentences with the information given in the passage.

### **Supersize Surprise**

Ask anyone why there is an obesity epidemic and they will tell you that it's all down to eating too much and burning too few calories. That explanation appeals to common sense and has dominated efforts to get to the root of the obesity epidemic and reverse it. Yet obesity researchers are increasingly dissatisfied with it. Many now believe that something else must have changed in our environment to precipitate(□□) such dramatic rises in obesity over the past 40 years or so. Nobody is saying that the "big two" - reduced physical activity and increased availability of food - are not important contributors to the epidemic, but they cannot explain it all.

Earlier this year a review paper by 20 obesity experts set out the 7 most plausible alternative explanations for the epidemic. Here they are.

#### **1. Not enough sleep**

It is widely believed that sleep is for the brain, not the body. Could a shortage of shut-eye also be helping to make us fat?

Several large-scale studies suggest there may be a link. People who sleep less than 7 hours a night tend to have a higher body mass index than people who sleep more, according to data gathered by the US National Health and Nutrition Examination Survey. Similarly, the US Nurses' Health Study, which tracked 68,000 women for 16 years, found that those who slept an average of 5 hours a night gained more weight during the study period than women who slept 6 hours, who in turn gained more than those who slept 7.

It's well known that obesity impairs sleep, so perhaps people get fat first and sleep less afterwards. But the nurses' study suggests that it can work in the other direction too: sleep loss may precipitate weight gain.

Although getting figures is difficult, it appears that we really are sleeping less. In 1960 people in the US slept an average of 8.5 hours per night. A 2002 poll by the National Sleep Foundation suggests that the average has fallen to under 7 hours, and the decline is mirrored by the increase in obesity.

## **2. Climate control**

We humans, like all warm-blooded animals, can keep our core body temperatures pretty much constant regardless of what's going on in the world around us. We do this by altering our metabolic(□□□□□) rate, shivering or sweating. Keeping warm and staying cool take energy unless we are in the "thermo-neutral zone", which is increasingly where we choose to live and work.

There is no denying that ambient temperatures(□□□□□) have changed in the past few decades. Between 1970 and 2000, the average British home warmed from a chilly 13C to 18C. In the US, the changes have been at the other end of the thermometer as the proportion of homes with air conditioning rose from 23% to 47% between 1978 and 1997. In the southern states - where obesity rates tend to be highest - the number of houses with air conditioning has shot up to 71% from 37% in 1978.

Could air conditioning in summer and heating in winter really make a difference to our weight?

Sadly, there is some evidence that it does - at least with regard to heating. Studies show that in comfortable temperatures we use less energy.

## **3. Less smoking**

Bad news: smokers really do tend to be thinner than the rest of us, and quitting really does pack on the pounds, though no one is sure why. It probably has something to do with the fact that nicotine is an appetite suppressant and appears to up your metabolic rate.

Katherine Flegal and colleagues at the US National Center for Health Statistics in Hyattsville, Maryland, have calculated that people kicking the habit have been responsible for a small but significant portion of the US epidemic of fatness. From data collected around 1991 by the US National Health and Nutrition Examination Survey, they worked out that people who had quit in the previous decade were much more likely to be overweight than smokers and people who had never smoked. Among men, for example, nearly half of quitters were overweight compared with 37% of non-smokers and only 28% of smokers.

## **4. Genetic effects**

Your chances of becoming fat may be set, at least in part, before you were even born. Children of obese mothers are much more likely to become obese themselves later in life. Offspring of mice fed a high-fat diet during pregnancy are much more likely to become fat than the offspring of identical mice fed a normal diet. Intriguingly, the effect persists for two or three generations. Grandchildren of mice fed a high-fat diet grow up fat even if their own mother is fed normally - so your fate may have been sealed even before

you were conceived.

### **5. A little older...**

Some groups of people just happen to be fatter than others. Surveys carried out by the US national center for health statistics found that adults aged 40 to 79 were around three times as likely to be obese as younger people. Non-white females also tend to fall at the fatter end of the spectrum: Mexican-American women are 30% more likely than white women to be obese, and black women have twice the risk.

In the US, these groups account for an increasing percentage of the population. Between 1970 and 2000 the US population aged 35 to 44 grew by 43%. the proportion of Hispanic-Americans also grew, from under 5% to 12.5% of the population, while the proportion of black Americans increased from 11% to 12.3%. These changes may account in part for the increased prevalence of obesity.

### **6. Mature mums**

Mothers around the world are getting older. in the UK, the mean age for having a first child is 27.3, compared with 23.7 in 1970 mean age at first birth in the US has also increased, rising from 21.4 in 1970 to 24.9 in 2000.

This would be neither here nor there if it weren't for the observation that having an older mother seems to be an independent risk factor for obesity. Results from the US national heart, lung and blood institute's study found that the odds of a child being obese increase 14% for every five extra years of their mother's age, though why this should be so is not entirely clear.

Michael Symonds at the University of Nottingham, UK, found that first-born children have more fat than younger ones. As family size decreases, firstborns account for a greater share of the population. In 1964, British women gave birth to an average of 2.95 children; by 2005 that figure had fallen to 1.79. In the US in 1976, 9.6% of women in their 40s had only one child; in 2004 it was 17.4%. this combination of older mothers and more single children could be contributing to the obesity epidemic.

### **7. Like marrying like**

Just as people pair off according to looks, so they do for size. Lean people are more likely to marry lean and fat more likely to marry fat. On its own, like marrying like cannot account for any increase in obesity. But combined with others - particularly the fact that obesity is partly genetic, and that heavier people have more children - it amplifies the increase from other causes.

1. What is the passage mainly about?

- A) Effects of obesity on people's health.
- B) The link between lifestyle and obesity.
- C) New explanations for the obesity epidemic.
- D) Possible ways to combat the obesity epidemic.

2. In the US Nurses' Health Study, women who slept an average of 7 hours a night \_\_\_\_\_.

- A) gained the least weight B) were inclined to eat less



- C) found their vigor enhanced D) were less susceptible to illness
3. The popular belief about obesity is that \_\_\_\_\_.  
A) it makes us sleepy B) it causes sleep loss  
C) it increases our appetite D) it results from lack of sleep
4. How does indoor heating affect our life?  
A) it makes us stay indoors more B) it accelerates our metabolic rate  
C) it makes us feel more energetic D) it contributes to our weight gain
5. What does the author say about the effect of nicotine on smokers?  
A) It threatens their health. B) It heightens their spirits.  
C) It suppresses their appetite. D) It slows down their metabolism.
6. Who are most likely to be overweight according to Katherine Fergal's study?  
A) Heavy smokers. B) Passive smokers. C) Those who never smoke. D) Those who quit smoking.
7. According to the US National Center for Health Statistics, the increased obesity in the US is a result of \_\_\_\_\_.  
A) the growing number of smokers among young people  
B) the rising proportion of minorities in its population  
C) the increasing consumption of high-calorie foods  
D) the improving living standards of the poor people
8. According to the US National Heart, Lung and Blood Institute, the reason why older mothers' children tend to be obese remains \_\_\_\_\_.
9. According to Michael Symonds, one factor contributing to the obesity epidemic is decrease of \_\_\_\_\_.
10. When two heavy people get married, chances of their children getting fat increase, because obesity is \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

One of the major producers of athletic footwear, with 2002 sales of over \$10 billion, is a company called Nike, with corporate headquarters in Beaverton, Oregon. Forbes magazine identified Nike's president, Philip Knight, as the 53rd-richest man in the world in 2004. But Nike has not always been a large multimillion-dollar organization. In fact, Knight started the company by selling shoes from the back of his car at track meets.

In the late 1950s Philip Knight was a middle-distance runner on the University of Oregon track team, coached by Bill Bowerman. One of the top

track coaches in the U.S., Bowerman was also known for experimenting with the design of running shoes in an attempt to make them lighter and more shock-absorbent. After attending Oregon, Knight moved on to do graduate work at Stanford University; his MBA thesis was on marketing athletic shoes. Once he received his degree, Knight traveled to Japan to contact the Onitsuka Tiger Company, a manufacturer of athletic shoes. Knight convinced the company's officials of the potential for its product in the U.S. In 1963 he received his first shipment of Tiger shoes, 200 pairs in total.

In 1964, Knight and Bowerman contributed \$500 each to form Blue Ribbon Sports, the predecessor of Nike. In the first few years, Knight distributed shoes out of his car at local track meets. The first employees hired by Knight were former college athletes. The company did not have the money to hire "experts", and there was no established athletic footwear industry in North America from which to recruit those knowledgeable in the field. In its early years the organization operated in an unconventional manner that characterized its innovative and entrepreneurial approach to the industry. Communication was informal; people discussed ideas and issues in the hallways, on a run, or over a beer. There was little task differentiation. There were no job descriptions, rigid reporting systems, or detailed rules and regulations. The team spirit and shared values of the athletes on Bowerman's teams carried over and provided the basis for the collegial style of management that characterized the early years of Nikes.

47. While serving as a track coach, Bowerman tried to design running shoes that were \_\_\_\_\_.

48. During his visit to Japan, Knight convinced the officials of the Onitsuka Tiger Company that its product would have \_\_\_\_\_.

49. Blue Ribbon Sports was unable to hire experts due to the absence of \_\_\_\_\_ in North America.

50. In the early years of Nike, communication within the company was usually carried out \_\_\_\_\_.

51. What qualities of Bowerman's teams formed the basis of Nike's early management style?

\_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through

the centre.

## Passage One

**Questions 52 to 56 are based on the following passage.**

Sustainable development is applied to just about everything from energy to clean water and economic growth, and as a result it has become difficult to question either the basic assumptions behind it or the way the concept is put to use. This is especially true in agriculture, where sustainable development is often taken as the sole measure of progress without a proper appreciation of historical and cultural perspectives.

To start with, it is important to remember that the nature of agriculture has changed markedly throughout history, and will continue to do so. Medieval agriculture in northern Europe fed, clothed and sheltered a predominantly rural society with a much lower population density than it is today. It had minimal effect on biodiversity, and any pollution it caused was typically localized. In terms of energy use and the nutrients(养分) captured in the product it was relatively inefficient.

Contrast this with farming since the start of the industrial revolution. Competition from overseas led farmers to specialize and increase yields. Throughout this period food became cheaper, safe and more reliable. However, these changes have also led to habitat(栖息地) loss and to diminishing biodiversity.

What's more, demand for animal products in developing countries is growing so fast that meeting it will require an extra 300 million tons of grain a year by 2050. Yet the growth of cities and industry is reducing the amount of water available for agriculture in many regions.

All this means that agriculture in the 21st century will have to be very different from how it was in the 20th. This will require radical thinking. For example, we need to move away from the idea that traditional practices are inevitably more sustainable than new ones. We also need to abandon the notion that agriculture can be "zero impact". The key will be to abandon the rather simple and static measures of sustainability, which centre on the need to maintain production without increasing damage.

Instead we need a more dynamic interpretation, one that looks at the pros and cons(优缺点) of all the various way land is used. There are many different ways to measure agricultural performance besides food yield: energy use, environmental costs, water purity, carbon footprint and biodiversity. It is clear, for example, that the carbon of transporting tomatoes from Spain to the UK is less than that of producing them in the UK with additional heating and lighting. But we do not know whether lower carbon footprints will always be better for biodiversity.

What is crucial is recognizing that sustainable agriculture is not just about sustainable food production.

52. How do people often measure progress in agriculture?

- A) By its productivity. B) By its sustainability.
- C) By its impact on the environment. D) By its contribution to economic growth.

53. Specialisation and the effort to increase yields have resulted in \_\_\_\_\_.

- A) localised pollution B) the shrinking of farmland
- C) competition from overseas D) the decrease of biodiversity

54. What does the author think of traditional farming practices?

- A) They have remained the same over the centuries.
- B) They have not kept pace with population growth.
- C) They are not necessarily sustainable. D) They are environmentally friendly.

55. What will agriculture be like in the 21st century?

- A) It will go through radical changes. B) It will supply more animal products.
- C) It will abandon traditional farming practices.
- D) It will cause zero damage to the environment.

56. What is the author's purpose in writing this passage?

- A) To remind people of the need of sustainable development.
- B) To suggest ways of ensuring sustainable food production.
- C) To advance new criteria for measuring farming progress.
- D) To urge people to rethink what sustainable agriculture is.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

The percentage of immigrants (including those unlawfully present) in the United States has been creeping upward for years. At 12.6 percent, it is now higher than at any point since the mid 1920s.

We are not about to go back to the days when Congress openly worried about inferior races polluting America's bloodstream. But once again we are wondering whether we have too many of the wrong sort newcomers. Their loudest critics argue that the new wave of immigrants cannot, and indeed do not want to, fit in as previous generations did.

We now know that these racist views were wrong. In time, Italians, Romanians and members of other so-called inferior races became exemplary Americans and contributed greatly, in ways too numerous to detail, to the building of this magnificent nation. There is no reason why these new immigrants should not have the same success.

Although children of Mexican immigrants do better, in terms of educational and professional attainment, than their parents UCLA sociologist

Edward Telles has found that the gains don't continue. Indeed, the fourth generation is marginally worse off than the third. James Jackson, of the University of Michigan, has found a similar trend among black Caribbean immigrants. Telles fears that Mexican-Americans may be fated to follow in the footsteps of American blacks—that large parts of the community may become mired(陷入) in a seemingly permanent state of poverty and Underachievement. Like African-Americans, Mexican-Americans are increasingly relegated to( relegated to) segregated, substandard schools, and their dropout rate is the highest for any ethnic group in the country.

We have learned much about the foolish idea of excluding people on the presumption of the ethnic/racial inferiority. But what we have not yet learned is how to make the process of Americanization work for all. I am not talking about requiring people to learn English or to adopt American ways; those things happen pretty much on their own, but as arguments about immigration hear up the campaign trail, we also ought to ask some broader question about assimilation, about how to ensure that people, once outsiders, don't forever remain marginalized within these shores.

That is a much larger question than what should happen with undocumented workers, or how best to secure the border, and it is one that affects not only newcomers but groups that have been here for generations. It will have more impact on our future than where we decide to set the admissions bar for the latest wave of would-be Americans. And it would be nice if we finally got the answer right.

57. How were immigrants viewed by U.S. Congress in early days?

- A) They were of inferior races.
- B) They were a Source of political corruption.
- C) They were a threat to the nation's security.
- D) They were part of the nation's bloodstream.

58. What does the author think of the new immigrants?

- A) They will be a dynamic work force in the U.S.
- B) They can do just as well as their predecessors.
- C) They will be very disappointed on the new land.
- D) They may find it hard to fit into the mainstream.

59. What does Edward Telles' research say about Mexican-Americans?

- A) They may slowly improve from generation to generation.
- B) They will do better in terms of educational attainment.
- C) They will melt into the African-American community.
- D) They may forever remain poor and underachieving.

60. What should be done to help the new immigrants?

- A) Rid them of their inferiority complex.
- B) Urge them to adopt American customs.
- C) Prevent them from being marginalized.
- D) Teach them standard American English.

61. According to the author, the burning issue concerning immigration is \_\_\_\_\_.

- A) How to deal with people entering the U.S. without documents
- B) How to help immigrants to better fit into American society
- C) How to stop illegal immigrants from crossing the border
- D) How to limit the number of immigrants to enter the U.S.

**2009 □ 6 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked [A], [B], [C] and [D]. For questions 8-10, complete the sentences with the information given in the passage.

Helicopter Moms vs. Free-Range Kids, would you let your fourth-grader ride public transportation without an adult? Probably not. Still, when Lenore Skenazy, a columnist for the New York Sun, wrote about letting her son take the subway alone to get back to "Long story short: my son got home from a department store on the Upper East Side, she didn't expect to get hit with a wave of criticism from readers.

"Long story short: My son got home, overjoyed with independence," Skenazy wrote on April 4 in the New York Sun. "Long story longer: Half the people I've told this episode to now want to turn on in for child abuse. As if keeping kids under lock and key and cell phone and careful watch is the right way to rear kids. It's not. It's debilitating(□□□) - for us and for them."

Online message boards were soon full of people both applauding and condemning Skenazy's decision to let her son go it alone. She wound up defending herself on CNN (accompanied by her son) and on popular blogs like the buffering ton post, where her follow-up piece was ironically headlined "More From America's Worst Mom."

The episode has ignited another one of those debates that divides parents into vocal opposing camps. Are Modern parents needlessly overprotective, or is the world a more complicated and dangerous place than it was when previous generations were allowed to wander about unsupervised?

From the "she's an irresponsible mother" camp came: "Shame on you for being so careless about his safety," in Comments on the buffering ton post. And there was this from a mother of four: "How would you have felt if he didn't come home?" But Skenazy got a lot of support, too, with women and men writing in with stories about how they were allowed to take trips all by

themselves at seven or eight. She also got heaps of praise for bucking the "helicopter parent" trend: "Good for this, Mom," one commenter wrote on the buffing ton post. "This is a much-needed reality check."

Last week, encouraged by all the attention, Skenazy started her own blog - Free Range, kids - promoting the idea that modern children need some of the same independence that her generation had. In the good old days nine-year-old baby boomers rode their bikes to school, walked to the store, took buses - and even subways - all by themselves. Her blog, she says, is dedicated to sensible parenting. "At Free Range Kids, we believe in safe kids. We believe in car seats and safety belts. We do NOT believe that every time school-age children go outside, they need a security guard."

So why are some parents so nervous about letting their children out of their sight? Are cities and towns less safe and kids more vulnerable to crimes like child kidnap and sexual abuse than they were in previous generations?

Not exactly. New York City, for instance, is safer than it's ever been; it's ranked 36th in crime among all American cities. Nationwide, stranger kidnaps are extremely rare; there's a one-in-a-million chance a child will be taken by a stranger, according to the Justice Department. And 90 percent of sexual abuse cases are committed by someone the child knows. Mortality rates from all causes, including disease and accidents, for American children are lower now than they were 25 years' ago. According to Child Trends, a nonprofit research group, between 1980 and 2003 death rates dropped by 44 percent for children aged 5 to 14 and 32 percent for teens aged 15 to 19.

Then there's the whole question of whether modern parents are more watchful and nervous about safety than previous generations. Yes, some are. Part of the problem is that with wall to wall Internet and cable news, every missing child case gets so much airtime that it's not surprising even normal parental anxiety can be amplified. And many middle-class parents have gotten used to managing their children's time and shuttling them to various enriching activities, so the idea of letting them out on their own can seem like a risk. Back in 1972, when many of today's parents were kids, 87 percent of children who lived within a mile of school walked or biked every day. But today, the Centers for Disease Control report that only 13 percent of children bike, walk or otherwise themselves to school.

The extra supervision is both a city and a suburb phenomenon. Parents are worried about crime, and they are worried about kids getting caught in traffic in a city that's not used to pedestrians. On the other hand, there are still plenty of kids whose parents give them a lot of independence, by choice or by necessity. The After School Alliance finds that more than 14 million kids aged 5 to 17 are responsible for taking care of themselves after school. Only 6.5 million kids participate in organized programs. "Many children who have working parents have to take the subway or bus to get to school. Many do this by themselves because they have no other way to get to the schools," says Dr. Richard Gallagher, director of the Parenting Institute at the New York



University Child Study Center.

For those parents who wonder how and when they should start allowing their kids more freedom, there's no clear-cut answer. Child experts discourage a one-size-fits-all approach to parenting. What's right for Skenazy's nine-year-old could be inappropriate for another one. It all depends on developmental issue, maturity, and the psychological and emotional makeup of that child. Several factors must be taken into account, says Gallagher. "The ability to follow parent guidelines, the child's level of comfort in handling such situations, and a child's general judgment should be weighed."

Gallagher agrees with Skenazy that many nine-year-olds are ready for independence like taking public transportation alone. "At certain times of the day, on certain routes, the subways are generally safe for these children, especially if they have grown up in the city and have been taught how to be safe, how to obtain help if they are concerned for their safety, and how to avoid unsafe situations by being watchful and on their toes."

But even with more traffic and fewer sidewalks, modern parents do have one advantage their parents didn't: the cell phone. Being able to check in with a child anytime goes a long way toward relieving parental anxiety and may help parents loosen their control a little sooner. Skenazy got a lot of criticism because she didn't give her kid her cell phone because she thought he'd lose it and wanted him to learn to go it alone without depending on mom - a major principle of free-range parenting. But most parents are more than happy to use cell phones to keep track of their kids.

And for those who like the idea of free-range kids but still struggle with their inner helicopter parent, there may be a middle way. A new generation of GPS cell phones with tracking software make it easier than ever to follow a child's every movement via the Internet - without seeming to interfere or hover. Of course, when they go to college, they might start objecting to being monitored as they're on parole(□□).

1. When Lenore Skenazy's son was allowed to take the subway alone, he \_\_\_\_\_.

- A. was afraid that he might get lost
- B. enjoyed having the independence
- C. was only too pleased to take the risk
- D. thought he was an exceptional child

2. Lenore Skenazy believes that keeping kids under careful watch

- A. hinders their healthy growth
- B. adds too much to parents' expenses
- C. shows traditional parental caution
- D. bucks the latest parenting trend

3. Skenazy's decision to let her son take the Subway alone has net with \_\_\_\_\_.

- A. opposition from her own family
- B. share parenting experience
- C. fight against child abuse
- D. protect children's rights

4. Skenazy started her own blog to \_\_\_\_\_.

- A. promote sensible parenting
- B. share parenting experience
- C. fight against child abuse
- D. protect children's rights

5. According to the author, New York City \_\_\_\_\_.  
A. ranks high in road accidents B. is much safer than before  
C. ranks low in child mortality rates D. is less dangerous than small cities
6. Parents today are more nervous about their kids' safety than previous generations because \_\_\_\_\_.  
A. there are now fewer children in the family  
B. the number of traffic accidents has been increasing  
C. their fear is amplified by media exposure of crime  
D. crime rates have been on the rise over the years
7. According to child experts, how and when kids may be allowed more freedom depends on \_\_\_\_\_.  
A. the traditions and customs of the community  
B. the safety conditions of their neighborhood  
C. their parents' psychological makeup  
D. their maturity and personal qualities
8. According to Gallagher and Skenazy, children who are watchful will be better able to stay away from \_\_\_\_\_.
9. Being able to find out where a child is anytime helps lessen parents' their \_\_\_\_\_.
10. Nowadays with the help of GPS cell phones, parents can, from a distance, track their children's \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

There is nothing new about TV and fashion magazines giving girls unhealthy ideas about how thin they need to be in order to be considered beautiful. What is surprising is the method psychologists at the University of Texas have come up with to keep girls from developing eating disorders. Their main weapon against super skinny (role) models: a brand of civil disobedience dubbed "body activism."

Since 2001, more than 1,000 high school and college students in the U.S. have participated in the Body Project, which works by getting girls to understand how they have been buying into the notion that you have to be thin to be happy or successful. After critiquing(批判) the so-called thin ideal by writing essays and role-playing with their peers, participants are directed to come up with and execute small, nonviolent acts. They include slipping notes

saying "Love your body the way it is" into dieting books at stores like Borders and writing letters to Mattel, makers of the impossibly proportioned Barbie doll.

According to a study in the latest issue of the Journal of Consulting and Clinical Psychology, the risk of developing eating disorders was reduced 61% among Body Project participants. And they continued to exhibit positive body-image attitudes as long as three years after completing the program, which consists, of four one-hour sessions. Such lasting effects may be due to girls' realizing not only how they were being influenced but also who was benefiting from the societal pressure to be thin. "These people who promote the perfect body really don't care about you at all," says Kelsey Hertel, a high school junior and Body Project veteran in Eugene, Oregon. "They purposefully make you feel like less of a person so you'll buy their stuff and they'll make money."

47. Were do girls get the notion that they need to be thin in order to be considered beautiful?

48. By promoting "body activism," University of Texas psychologists aim to prevent \_\_\_\_\_.

49. According to the author, Mattel's Barbie dolls are \_\_\_\_\_.

50. The positive effects of the Body Project may last up to \_\_\_\_\_.

51. One Body Project participant says that the real motive of those who promote the perfect body is to \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

For hundreds of millions of years, turtles(□□) have struggled out of the sea to lay their eggs on sandy beaches, long before there were nature documentaries to celebrate them, or GPS satellites and marine biologists to track them, or volunteers to hand-carry the hatchlings(□□) down to the water's edge lest they become disoriented by headlights and crawl towards a motel parking lot instead. A formidable wall of bureaucracy has been erected to

protect their prime nesting on the Atlantic coastlines. With all that attention paid to them, you'd think these creatures would at least have the gratitude not to go extinct.

But Nature is indifferent to human notions of fairness, and a report by the Fish and Wildlife Service showed a worrisome drop in the populations of several species of North Atlantic turtles, notably loggerheads, which can grow to as much as 400 pounds. The South Florida nesting population, the largest, has declined by 50% in the last decade, according to Elizabeth Griffin, a marine biologist with the environmental group Oceana. The figures prompted Oceana to petition the government to upgrade the level of protection for the North Atlantic loggerheads from "threatened" to "endangered" - meaning they are in danger of disappearing without additional help.

Which raises the obvious question: what else do these turtles want from us, anyway? It turns out, according to Griffin, that while we have done a good job of protecting the turtles for the weeks they spend on land (as egg-laying females, as eggs and as hatchlings), we have neglected the years spend in the ocean. "The threat is from commercial fishing," says Griffin. Trawlers (which drag large nets through the water and along the ocean floor) and long line fishers (which can deploy thousands of hooks on lines that can stretch for miles) take a heavy toll on turtles.

Of course, like every other environmental issue today, this is playing out against the background of global warming and human interference with natural ecosystems. The narrow strips of beach on which the turtles lay their eggs are being squeezed on one side by development and on the other by the threat of rising sea levels as the oceans warm. Ultimately we must get a handle on those issues as well, or a creature that outlived the dinosaurs( ) will meet its end at the hands of humans, leaving our descendants to wonder how creature so ugly could have won so much affection.

52. We can learn from the first paragraph that \_\_\_\_\_.

- A. human activities have changed the way turtles survive
- B. efforts have been made to protect turtles from dying out
- C. government bureaucracy has contributed to turtles' extinction
- D. marine biologists are looking for the secret of turtles' reproduction

53. What does the author mean by "Nature is indifferent to human notions of fairness" (Line 1, Para. 2)?

- A. Nature is quite fair regarding the survival of turtles.
- B. Turtles are by nature indifferent to human activities.
- C. The course of nature will not be changed by human interference.
- D. The turtle population has decreased in spite of human protection.

54. What constitutes a major threat to the survival of turtles according to Elizabeth Griffin?

- A. Their inadequate food supply.
- B. Unregulated commercial fishing.
- C. Their lower reproductively ability.
- D. Contamination of sea water.

55. How does global warming affect the survival of turtles?

- A. It threatens the sandy beaches on which they lay eggs.
  - B. The changing climate makes it difficult for their eggs to hatch.
  - C. The rising sea levels make it harder for their hatchlings to grow.
  - D. It takes them longer to adapt to the high beach temperature.
56. The last sentence of the passage is meant to \_\_\_\_\_.
- A. persuade human beings to show more affection for turtles
  - B. stress that even the most ugly species should be protected
  - C. call for effective measures to ensure sea turtles' survival
  - D. warn our descendants about the extinction of species

## Passage Two

**Questions 57 to 61 are based on the following passage.**

There are few more sobering online activities than entering data into college-tuition calculators and gasping as the Web spits back a six-figure sum. But economists say families about to go into debt to fund four years of partying, as well as studying, can console themselves with the knowledge that college is an investment that, unlike many bank stocks, should yield huge dividends.

A 2008 study by two Harvard economists notes that the "labor-market premium to skill" - or the amount college graduates earned that's greater than what high-school graduate earned - decreased for much of the 20th century, but has come back with a vengeance( ) since the 1980s. In 2005, The typical full-time year-round U.S. worker with a four-year college degree earned \$50,900, 62% more than the \$31,500 earned by a worker with only a high-school diploma.

There's no question that going to college is a smart economic choice. But a look at the strange variations in tuition reveals that the choice about which college to attend doesn't come down merely to dollars and cents. Does going to Columbia University (tuition, room and board \$49,260 in 2007-08) yield a 40% greater return than attending the University of Colorado at Boulder as an out-of-state student (\$35,542)? Probably not. Does being an out-of-state student at the University of Colorado at Boulder yield twice the amount of income as being an in-state student (\$17,380) there? Not likely.

No, in this consumerist age, most buyers aren't evaluating college as an investment, but rather as a consumer product - like a car or clothes or a house. And with such purchases, price is only one of many crucial factors to consider.

As with automobiles, consumers in today's college marketplace have vast choices, and people search for the one that gives them the most comfort and satisfaction in line with their budgets. This accounts for the willingness of

people to pay more for different types of experiences (such as attending a private liberal-arts college or going to an out-of-state public school that has a great marine-biology program). And just as two auto purchasers might spend an equal amount of money on very different cars, college students (or, more accurately, their parents) often show a willingness to pay essentially the same price for vastly different products. So which is it? Is college an investment product like a stock or a consumer product like a car? In keeping with the automotive world's hottest consumer trend, maybe it's best to characterize it as a hybrid(混合动力); an expensive consumer product that, over time, will pay rich dividends.

57. What's the opinion of economists about going to college?

- A. Huge amounts of money is being wasted on campus socializing.
- B. It doesn't pay to run into debt to receive a college education.
- C. College education is rewarding in spite of the startling costs.
- D. Going to college doesn't necessarily bring the expected returns.

58. The two Harvard economists note in their study that, for much of the 20th century, \_\_\_\_\_.

- A. enrollment kept decreasing in virtually all American colleges and universities
- B. the labor market preferred high-school to college graduates
- C. competition for university admissions was far more fierce than today
- D. the gap between the earnings of college and high-school graduates narrowed

59. Students who attend an in-state college or university can \_\_\_\_\_.

- A. save more on tuition
- B. receive a better education
- C. take more liberal-arts courses
- D. avoid traveling long distances

60. In this consumerist age, most parents \_\_\_\_\_.

- A. regard college education as a wise investment
- B. place a premium on the prestige of the College
- C. think it crucial to send their children to college
- D. consider college education a consumer product

61. What is the chief consideration when students choose a college today?

- A. Their employment prospects after graduation.
- B. A satisfying experience within their budgets.
- C. Its facilities and learning environment.
- D. Its ranking among similar institutions.

**2009 □ 12 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked [A], [B], [C] and [D]. For questions 8-10, complete the sentences with the information given in the passage.

### **Bosses Say "Yes" to Home Work**

Rising costs of office space, time lost to stressful commuting, and a slow recognition that workers have lives beyond the office—all are strong arguments for letting staff work from home.

For the small business, there are additional benefits too—staff are more productive, and happier, enabling firms to keep their headcounts(□□□) and their recruitment costs to a minimum. It can also provide competitive advantage, especially when small businesses want to attract new staff but don't have the budget to offer huge salaries.

While company managers have known about the benefits for a long time, many have done little about it, skeptical of whether they could trust their employees to work to full capacity without supervision, or concerned about the additional expenses teleworking policies might incur as staff start charging their home phone bills to the business.

Yet this is now changing. When communications provider Inter-Tel researched the use of remote working solutions among small and medium sized UK businesses in April this year, it found that 28% more companies claimed to have introduced flexible working practices than a year ago.

The UK network of Business Links confirms that it too has seen a growing interest in remote working solutions from small businesses seeking its advice, and claims that as many as 60-70% of the businesses that come through its doors now offer some form of remote working support to their workforces.

Technology advances, including the widespread availability of broadband, are making the introduction of remote working a piece of cake.

"If systems are set up properly, staff can have access to all the resources

they have in the office wherever they have an internet connection," says Andy Poulton, e-business advisor at Business Link for Berkshire and Wiltshire. "There are some very exciting developments which have enabled this."

One is the availability of broadband everywhere, which now covers almost all of the country (BT claims that, by July, 99.8% of its exchanges will be broadband enabled, with alternative plans in place for even the most remote exchanges). "This is the enabler," Poulton says.

Yet while broadband has come down in price too, those service providers targeting the business market warn against consumer services masquerading(□□) as business friendly broadband.

"Broadband is available for as little as □15 a month, but many businesses fail to appreciate the hidden costs of such a service," says Neil Stephenson, sales and marketing director at Onyx Internet, an internet service provider based in the northeast of England. "Providers offering broadband for rock bottom prices are notorious for poor service, with regular breakdowns and heavily congested(□□□) networks. It is always advisable for businesses to look beyond the price tag and look for a business only provider that can offer more reliability, with good support." Such services don't cost too much—quality services can be found for upwards of □30 a month.

The benefits of broadband to the occasional home worker are that they can access email in real time, and take full advantage of services such as internet based backup or even internet based phone services.

Internet based telecoms, or VoIP (Voice over IP) to give it its technical title, is an interesting tool to any business supporting remote working. Not necessarily because of the promise of free or reduced price phone calls (which experts point out is misleading for the average business), but because of the sophisticated voice services that can be exploited by the remote worker—facilities such as voicemail and call forwarding, which provide a continuity of the company image for customers and business partners.

By law, companies must "consider seriously" requests to work flexibly made by a parent with a child under the age of six, or a disabled child under 18. It was the need to accommodate employees with young children that motivated accountancy firm Wright Vigar to begin promoting teleworking recently. The company, which needed to upgrade its IT infrastructure(□□□□) to provide connectivity with a new, second office, decided to introduce support for remote working at the same time.

Marketing director Jack O'Hern explains that the company has a relatively young workforce, many of whom are parents: "One of the triggers was when one of our tax managers returned from maternity leave. She was intending to work part time, but could only manage one day a week in the office due to childcare. By offering her the ability to work from home, we have doubled her capacity—now she works a day a week from home, and a day in the office. This is great for her, and for us as we retain someone highly qualified."

For Wright Vigar, which has now equipped all of its fee earners to be able



to work at maximum productivity when away from the offices (whether that's from home, or while on the road), this strategy is not just about saving on commute time or cutting them loose from the office, but enabling them to work more flexible hours that fit around their home life.

O'Hern says: "Although most of our work is client-based and must fit around this, we can't see any reason why a parent can't be on hand to deal with something important at home, if they have the ability to complete a project later in the day."

Supporting this new way of working came with a price, though. Although the firm was updating its systems anyway, the company spent 10-15% more per user to equip them with a laptop rather than a PC, and about the same to upgrade to a server that would enable remote staff to connect to the company networks and access all their usual resources.

Although Wright Vigar hasn't yet quantified the business benefits, it claims that, in addition to being able to retain key staff with young families, it is able to save fee-earners a substantial amount of "dead" time in their working days.

That staff can do this without needing a fixed telephone line provides even more efficiency savings. "With Wi-Fi (fast, wireless internet connections) popping up all over the place, even on trains, our fee-earners can be productive as they travel, and between meetings, instead of having to kill time at the shops," he adds.

The company will also be able to avoid the expense of having to relocate staff to temporary offices for several weeks when it begins disruptive office renovations soon.

Financial recruitment specialist Lynne Hargreaves knows exactly how much her firm has saved by adopting a teleworking strategy, which has involved handing her company's data management over to a remote hosting company, Dataset, so it can be accessible by all the company's consultants over broadband internet connections.

It has enabled the company to dispense with its business premises altogether, following the realization that it just didn't need them any more. "The main motivation behind adopting home working was to increase my own productivity, as a single mum to an 11-year-old," says Hargreaves. "But I soon realised that, as most of our business is done on the phone, email and at offsite meetings, we didn't need our offices at all. We're now saving £16,000 a year on rent, plus the cost of utilities, not to mention what would have been spent on commuting."

1. What is the main topic of this passage?

- A) How business managers view hi-tech.
- B) Relations between employers and employees.
- C) How to cut down the costs of small businesses.
- D) Benefits of the practice of teleworking.

2. From the research conducted by the communications provider Inter-Tel, we

learn that \_\_\_\_\_.

- A) more employees work to full capacity at home
  - B) employees show a growing interest in small businesses
  - C) more businesses have adopted remote working solutions
  - D) attitudes toward IT technology have changed
3. What development has made flexible working practices possible according to Andy Poulton?
- A) Reduced cost of telecommunications. B) Improved reliability of internet service.
  - C) Availability of the VoIP service. D) Access to broadband everywhere.
4. What is Neil Stephenson's advice to firms contracting internet services?
- A) They look for reliable business-only providers.
  - B) They contact providers located nearest to them.
  - C) They carefully examine the contract. D) They contract the cheapest provider.
5. Internet-based telecoms facilitates remote working by \_\_\_\_\_.
- A) offering sophisticated voice services B) giving access to emailing in real time
  - C) helping clients discuss business at home D) providing calls completely free of charge
6. The accountancy firm Wright Vigar promoted teleworking initially in order to \_\_\_\_\_.
- A) present a positive image to prospective customers
  - B) support its employees with children to take care of
  - C) attract young people with IT expertise to work for it
  - D) reduce operational expenses of a second office
7. According to marketing director Jack O'Hern, teleworking enabled the company to \_\_\_\_\_.
- A) enhance its market image B) reduce recruitment costs
  - C) keep highly qualified staff D) minimize its office space
8. Wright Vigar's practice of allowing for more flexible working hours not only benefits the company but helps improve employees' \_\_\_\_\_.
9. With fast, wireless internet connections, employees can still be \_\_\_\_\_ while traveling.
10. Single mother Lynne Hargreaves decided to work at home mainly to \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the

questions or complete the statements in the fewest possible words. Please write your answers on Answer sheet 2.

**Questions 47 to 51 are based on the following passage.**

Many countries have made it illegal to chat into a hand-held mobile phone while driving. But the latest research further confirms that the danger lies less in what a motorist's hands do when he takes a call than in what the conversation does to his brain. Even using a "hands-free" device can divert a driver's attention to an alarming extent.

Melina Kumar of the University of Warwick and Todd Horowitz of the Harvard Medical School ran a series of experiments in which two groups of volunteers had to pay attention and respond to a series of moving tasks on a computer screen that were reckoned equivalent in difficulty to driving. One group was left undistracted while the other had to engage in a conversation using a speakerphone. As Kumar and Horowitz report, those who were making the equivalent of a hands-free call had an average reaction time 212 milliseconds slower than those who were not. That, they calculate, would add 5.7 metres to the braking distance of a car travelling at 100kph. They also found that the group using the hands-free kit made 83% more errors in their tasks than those who were not talking.

To try to understand more about why this was, they tried two further tests. In one, members of a group were asked simply to repeat words spoken by the caller. In the other, they had to think of a word that began with the last letter of the word they had just heard. Those only repeating words performed the same as those with no distraction, but those with the more complicated task showed even worse reaction times—an average of 480 milliseconds extra delay. This shows that when people have to consider the information they hear carefully, it can impair their driving ability significantly.

Punishing people for using handheld gadgets while driving is difficult enough, even though they can be seen from outside the car. Persuading people to switch their phones off altogether when they get behind the wheel might be the only answer. Who knows, they might even come to enjoy not having to take calls.

47. Carrying on a mobile phone conversation while one is driving is considered dangerous because it seriously distracts \_\_\_\_\_.

48. In the experiments, the two groups of volunteers were asked to handle a series of moving tasks which were considered \_\_\_\_\_.

49. Results of the experiments show that those who were making the equivalent of a hands-free call took \_\_\_\_\_ to react than those who were not.

50. Further experiments reveal that participants tend to respond with extra delay if they are required to do \_\_\_\_\_.

51. The author believes persuasion, rather than \_\_\_\_\_, might be the only way to stop people from using mobile phones while driving.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

Crippling health care bills, long emergency-room waits and the inability to find a primary care physician just scratch the surface of the problems that patients face daily.

Primary care should be the backbone of any health care system. Countries with appropriate primary care resources score highly when it comes to health outcomes and cost. The U.S. takes the opposite approach by emphasizing the specialist rather than the primary care physician.

A recent study analyzed the providers who treat Medicare beneficiaries(医疗保险受益人). The startling finding was that the average Medicare patient saw a total of seven doctors - two primary care physicians and five specialists - in a given year. Contrary to popular belief, the more physicians taking care of you don't guarantee better care. Actually, increasing fragmentation of care results in a corresponding rise in cost and medical errors.

How did we let primary care slip so far? The key is how doctors are paid. Most physicians are paid whenever they perform a medical service. The more a physician does, regardless of quality or outcome, the better he's reimbursed(补偿). Moreover, the amount a physician receives leans heavily toward medical or surgical procedures. A specialist who performs a procedure in a 30 minute visit can be paid three times more than a primary care physician using that same 30 minutes to discuss a patient's disease. Combine this fact with annual government threats to indiscriminately cut reimbursements; physicians are faced with no choice but to increase quantity to boost income.

Primary care physicians who refuse to compromise quality are either driven out of business or to cash-only practices, further contributing to the decline of primary care.

Medical students are not blind to this scenario. They see how heavily the reimbursement deck is stacked against primary care. The recent numbers show that since 1997, newly graduated U.S. medical students who choose

primary care as a career have declined by 50%. This trend results in emergency rooms being overwhelmed with patients without regular doctors.

How do we fix this problem?

It starts with reforming the physician reimbursement system. Remove the pressure for primary care physicians to squeeze in more patients per hour, and reward them for optimally(□□□) managing their diseases and practicing evidence-based medicine. Make primary care more attractive to medical students by forgiving student loans for those who choose primary care as a career and reconciling the marked difference between specialist and primary care physician salaries.

We're at a point where primary care is needed more than ever. Within a few years, the first wave of the 76 million Baby Boomers will become eligible for Medicare. Patients older than 85, who need chronic care most, will rise by 50% this decade.

Who will be there to treat them?

52. The author's chief concern about the current U.S. health care system is \_\_\_\_\_.

- A) the inadequate training of physicians
- B) the declining number of doctors
- C) the shrinking primary care resources
- D) the ever-rising health care costs

53. We learn from the passage that people tend to believe that \_\_\_\_\_.

- A) the more costly the medicine, the more effective the cure
- B) seeing more doctors may result in more diagnostic errors
- C) visiting doctors on a regular basis ensures good health
- D) the more doctors taking care of a patient, the better he is

54. Faced with the government threats to cut reimbursements indiscriminately, primary care physicians have to \_\_\_\_\_.

- A) increase their income by working overtime
- B) improve their expertise and service
- C) make various deals with specialists
- D) see more patients at the expense of quality

55. Why do many new medical graduates refuse to choose primary care as their career?

- A) They find the need for primary care declining.
- B) The current system works against primary care.
- C) Primary care physicians command less respect.
- D) They think working in emergency rooms tedious.

56. What suggestion does the author give in order to provide better health care?

- A) Bridge the salary gap between specialists and primary care physicians.
- B) Extend primary care to patients with chronic diseases.
- C) Recruit more medical students by offering them loans.
- D) Reduce the tuition of students who choose primary care as their major.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

There is nothing like the suggestion of a cancer risk to scare a parent, especially one of the over-educated, eco-conscious type. So you can imagine the reaction when a recent USA Today investigation of air quality around the nation's schools singled out those in the smugly(自以为是的) green village of Berkeley, Calif., as being among the worst in the country. The city's public high school, as well as a number of daycare centers, preschools, elementary and middle schools, fell in the lowest 10%. Industrial pollution in our town had supposedly turned students into living science experiments breathing in a laboratory's worth of heavy metals like manganese, chromium and nickel each day. This in a city that requires school cafeterias to serve organic meals. Great, I thought, organic lunch, toxic campus.

Since December, when the report came out, the mayor, neighborhood activists(活动家) and various parent-teacher associations have engaged in a fierce battle over its validity: over the guilt of the steel-casting factory on the western edge of town, over union jobs versus children's health and over what, if anything, ought to be done. With all sides presenting their own experts armed with conflicting scientific studies, whom should parents believe? Is there truly a threat here, we asked one another as we dropped off our kids, and if so, how great is it? And how does it compare with the other, seemingly perpetual health scares we confront, like panic over lead in synthetic athletic fields? Rather than just another weird episode in the town that brought you protesting environmentalists, this latest drama is a trial for how today's parents perceive risk, how we try to keep our kids safe - whether it's possible to keep them safe - in what feels like an increasingly threatening world. It raises the question of what, in our time, "safe" could even mean.

"There's no way around the uncertainty," says Kimberly Thompson, president of Kid Risk, a nonprofit group that studies children's health. "That means your choices can matter, but it also means you aren't going to know if they do." A 2004 report in the journal Pediatrics explained that nervous parents have more to fear from fire, car accidents and drowning than from toxic chemical exposure. To which I say: Well, obviously. But such concrete hazards are beside the point. It's the dangers parents can't - and may never - quantify that occur all of sudden. That's why I've rid my cupboard of microwave food packed in bags coated with a potential cancer-causing substance, but although I've lived blocks from a major fault line(断层线) for more than 12 years, I still haven't bolted our bookcases to the living room wall.

57. What does a recent investigation by USA Today reveal?

A) Heavy metals in lab tests threaten children's health in Berkeley.

- B) Berkeley residents are quite contented with their surroundings.
  - C) The air quality around Berkeley's school campuses is poor.
  - D) Parents in Berkeley are over-sensitive to cancer risks their kids face.
58. What response did USA Today's report draw?
- A) A heated debate.
  - B) Popular support.
  - C) Widespread panic.
  - D) Strong criticism.
59. How did parents feel in the face of the experts' studies?
- A) They felt very much relieved.
  - B) They were frightened by the evidence.
  - C) They didn't know who to believe.
  - D) They weren't convinced of the results.
60. What is the view of the 2004 report in the journal Pediatrics?
- A) It is important to quantify various concrete hazards.
  - B) Daily accidents pose a more serious threat to children.
  - C) Parents should be aware of children's health hazards.
  - D) Attention should be paid to toxic chemical exposure.
61. Of the dangers in everyday life, the author thinks that people have most to fear from \_\_\_\_\_.
- A) the uncertain
  - B) the quantifiable
  - C) an earthquake
  - D) unhealthy food

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## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Obama's success isn't all good news for black Americans**

As Erin White watched the election results head towards victory for Barack Obama, she felt a burden lifting from her shoulders. "In that one second, it was a validation for my whole race," she recalls.

"I've always been an achiever," says White, who is studying for an MBA at Vanderbilt University in Nashville, Tennessee. "But there had always been these things in the back of my mind questioning whether I really can be who I want. It was like a shadow, following me around saying you can only go so far. Now it's like a barrier has been let down."

White's experience is what many psychologists had expected - that Obama would prove to be a powerful role model for African Americans. Some hoped his rise to prominence would have a big impact on white Americans, too, challenging those who still harbour racist sentiments. "The traits that characterise him are very contradictory to the racial stereotypes that black people are aggressive and uneducated," says Ashby Plant of Florida State University. "He's very intelligent and eloquent."

### **Sting in the tail**

Ashby Plant is one of a number of psychologists who seized on Obama's candidacy to test hypotheses about the power of role models. Their work is already starting to reveal how the "Obama effect" is changing people's views and behaviour. Perhaps surprisingly, it is not all good news: there is a sting in the tail of the Obama effect.

But first the good news. Barack Obama really is a positive role model for African Americans, and he was making an impact even before he got to the White House. Indeed, the Obama effect can be surprisingly immediate and



powerful, as Ray Friedman of Vanderbilt University and his colleagues discovered.

They tested four separate groups at four key stages of Obama's presidential campaign. Each group consisted of around 120 adults of similar age and education, and the test assessed their language skills. At two of these stages, when Obama's success was less than certain, the tests showed a clear difference between the scores of the white and black participants—an average of 12.1 out of 20, compared to 8.8, for example. When the Obama fever was at its height, however, the black participants performed much better. Those who had watched Obama's acceptance speech as the Democrats' presidential candidate performed just as well, on average, as the white subjects. After his election victory, this was true of all the black participants.

### **Dramatic shift**

What can explain this dramatic shift? At the start of the test, the participants had to declare their race and were told their results would be used to assess their strengths and weaknesses. This should have primed the subjects with "stereotype threat" – an anxiety that their results will confirm negative stereotypes, which has been shown to damage the performance of African Americans.

Obama's successes seemed to act as a shield against this. "We suspect they felt inspired and energised by his victory, so the stereotype threat wouldn't prove a distraction," says Friedman.

### **Lingering racism**

If the Obama effect is positive for African Americans, how is it affecting their white compatriots(白)? Is the experience of having a charismatic(魅力) black president modifying lingering racist attitudes? There is no easy way to measure racism directly; instead psychologists assess what is known as "implicit bias", using a computer-based test that measures how quickly people associate positive and negative words—such as "love" or "evil"—with photos of black or white faces. A similar test can also measure how quickly subjects associate stereotypical traits—such as athletic skills or mental ability—with a particular group.

In a study that will appear in the Journal of Experimental Social Psychology, Plant's team tested 229 students during the height of the Obama fever. They found that implicit bias has fallen by as much as 90% compared with the level found in a similar study in 2006. "That's an unusually large drop," Plant says.

While the team can't be sure their results are due solely to Obama, they also showed that those with the lowest bias were likely to subconsciously associate black skin colour with political words such as "government" or "president". This suggests that Obama was strongly on their mind, says Plant.

### **Drop in bias**

Brian Nosek of the University of Virginia in Charlottesville, who runs a website that measures implicit bias using similar test, has also observed a

small drop in bias in the 700,000 visitors to the site since January 2007, which might be explained by Obama's rise to popularity. However, his preliminary results suggest that change will be much slower coming than Plant's results suggest.

### **Talking honestly**

"People now have the opportunity of expressing support for Obama every day," says Daniel Effron at Stanford University in California. "Our research arouses the concern that people may now be more likely to raise negative views of African Americans." On the other hand, he says, it may just encourage people to talk more honestly about their feelings regarding race issues, which may not be such a bad thing.

Another part of the study suggests far more is at stake than the mere expression of views. The Obama effect may have a negative side. Just one week after Obama was elected president, participants were less ready to support policies designed to address racial inequality than they had been two weeks before the election. Huge obstacles

It could, of course, also be that Obama's success helps people to forget that a disproportionate number of black Americans still live in poverty and face huge obstacles when trying to overcome these circumstances. "Barack Obama's family is such a salient (□□□) image, we generalise it and fail to see the larger picture—that there's injustice in every aspect of American life," says Cheryl Kaiser of the University of Washington in Seattle. Those trying to address issues of racial inequality need to constantly remind people of the inequalities that still exist to counteract the Obama's effect, she says.

Though Plant's findings were more positive, she too warns against thinking that racism and racial inequalities are no longer a problem. "The last thing I want is for people to think everything's solved."

These findings do not only apply to Obama, or even just to race. They should hold for any role model in any country. "There's no reason we wouldn't have seen the same effect on our views of women if Hillary Clinton or Sarah Palin had been elected," says Effron. So the election of a female leader might have a downside for other women.

### **Beyond race**

We also don't yet know how long the Obama effect—both its good side and its bad—will last. Political sentiment is notoriously changeable: What if things begin to go wrong for Obama, and his popularity slumps?

And what if Americans become so familiar with having Obama as their president that they stop considering his race altogether? "Over time he might become his own entity," says Plant. This might seem like the ultimate defeat for racism, but ignoring the race of certain select individuals—a phenomenon that psychologists call subtyping—also has an insidious (□□□) side. "We think it happens to help people preserve their beliefs, so they can still hold on to the previous stereotypes." That could turn out to be the cruellest of all the twists to the Obama effect.

1. How did Erin White feel upon seeing Barack Obama's victory in the election?  
A) Excited. B) Victorious. C) Anxious. D) Relieved.
2. Before the election, Erin White has been haunted by the question of whether \_\_\_\_\_.  
A) she could obtain her MBA degree  
B) she could go as far as she wanted in life  
C) she was overshadowed by her white peers  
D) she was really an achiever as a student
3. What is the focus of Ashby Plant's study?  
A) Racist sentiments in America. B) The power of role models.  
C) Personality traits of successful blacks.  
D) The dual character of African Americans.
4. In their experiments, Ray Friedman and his colleagues found that \_\_\_\_\_.  
A) blacks and whites behaved differently during the election  
B) whites' attitude towards blacks has dramatically changed  
C) Obama's election has eliminated the prejudice against blacks  
D) Obama's success impacted blacks' performance in language tests
5. What do Brian Nosek's preliminary results suggest?  
A) The change in bias against blacks is slow in coming.  
B) Bias against blacks has experienced an unusual drop.  
C) Website visitor's opinions are far from being reliable.  
D) Obama's popularity may decline as time passes by.
6. A negative side of the Obama effect is that \_\_\_\_\_.  
A) more people have started to criticise President Obama's racial policies  
B) relations between whites and African Americans may become tense again  
C) people are now less ready to support policies addressing racial inequality  
D) white people are likely to become more critical of African Americans
7. Cheryl Kaiser holds that people should be constantly reminded that \_\_\_\_\_.  
A) Obama's success is sound proof of black's potential  
B) Obama is but a rare example of black's excellence  
C) racial inequality still persists in American society  
D) blacks still face obstacles in political participation
8. According to Effron, if Hillary Clinton or Sarah Palin had been elected, there would also have been a negative effect on \_\_\_\_\_.
9. It is possible that the Obama effect will be short-lived if there is a change in people's \_\_\_\_\_.
10. The worst possible aspect of the Obama effect is that people could ignore his race altogether and continue to hold on to their old racial \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

Question: My ninth-grade art teacher doesn't give any grade above 94% because, she says, "There's always room for improvement." In previous years, I earned a 99% and a 100%. The 94 I received this term does not reflect the hard work that I put into this course. Because of her "improvement" theory, I got a lower grade than I deserve. Is her grading philosophy ethical(□□□□□□□□□)?

Answer: Your teacher's grading system may be unwise, but it is not unethical. A teacher deserves wide latitude in selecting the method of grading that best promotes learning in her classroom; that is, after all, the prime function of grades. It is she who has the training and experience to make this decision. Assuming that your teacher is neither biased nor corrupt and that her system conforms to school rules, you can't fault her ethics.

You can criticize her methodology. A 100 need not imply that there is no possibility of improvement, only that a student successfully completed the course work. A ninth grader could get a well-earned 100 in English class but still have a way to go before she writes as well as Jane Austen. What's more, grades are not only an educational device but are also part of a screening system to help assign kids to their next class or program. By capping her grades at 94 while most other teachers grade on a scale that tops out at 100, your teacher could jeopardize a student's chance of getting a scholarship or getting into a top college.

What it is wrong to condemn her for is overlooking your hard work. Your diligence is worthy of encouragement, but effort does not equal accomplishment. If scholars suddenly discovered that Rembrandt had dashed off "The Night Watch" in an afternoon, it would still be "The Night Watch."

I could spend months sweating over my own "paintings", but I'd produce something you wouldn't want to hang in your living room. Or your garage.

One feature of a good grading system is that those measured by it generally regard it as fair and reasonable—not the case here. Simmering(□□□□□□□□□) resentment is seldom an aid to education. And so your next step should be to discuss your concerns with your teacher or the principal.

47. The ninth-grader thought that his art teacher should have given him \_\_\_\_\_.

48. According to the answer, a teacher should have the freedom to \_\_\_\_\_ to encourage learning.

49. We learn from the answer that a student who gets a 100 should still work hard and keep \_\_\_\_.
50. The example of Rembrandt's painting suggests that a distinction should be made between \_\_\_\_.
51. The ninth-grader is advised to go to his teacher or the principal to \_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 51 to 56 are based on the following passage.**

Only two countries in the advanced world provide no guarantee for paid leave from work to care for a newborn child. Last spring one of the two, Australia, gave up the dubious distinction by establishing paid family leave starting in 2011. I wasn't surprised when this didn't make the news here in the United States - we're now the only wealthy country without such a policy.

The United States does have one explicit family policy, the Family and Medical Leave Act, passed in 1993. It entitles workers to as much as 12 weeks' unpaid leave for care of a newborn or dealing with a family medical problem. Despite the modesty of the benefit, the Chamber of Commerce and other business groups fought it bitterly, describing it as "government-run personnel management" and a "dangerous precedent". In fact, every step of the way, as (usually) Democratic leaders have tried to introduce work-family balance measures into the law, business groups have been strongly opposed.

As Yale law professor Anne Alstott argues, justifying parental support depends on defining the family as a social good that, in some sense, society must pay for. In her book *No Exit: What Parents Owe Their Children and What Society Owes Parents*, she argues that parents are burdened in many ways in their lives: there is "no exit" when it comes to children. "Society expects - and needs - parents to provide their children with continuity of care, meaning the intensive, intimate care that human beings need to develop their intellectual, emotional and moral capabilities. And society expects - and needs - parents to persist in their roles for 18 years, or longer if needed."

While most parents do this out of love, there are public penalties for not providing care. What parents do, in other words, is of deep concern to the state, for the obvious reason that caring for children is not only morally urgent but essential for the future of society. The state recognizes this in the large body of family laws that govern children's welfare, yet parents receive little help in meeting the life-changing obligations society imposes. To classify parenting as a personal choice for which there is no collective responsibility is not merely to ignore the social benefits of good parenting; really, it is to steal those benefits because they accrue(□□□□) to the whole of society as today's children become tomorrow's productive citizenry(□□). In fact, by some estimates, the value of parental investments in children, investments of time and money (including lost wages), is equal to 20-30% of gross domestic product. If these investments generate huge social benefits - as they clearly do - the benefits of providing more social support for the family should be that much clearer.

52. What do we learn about paid family leave from the first paragraph?

- A) America is now the only developed country without the policy.
- B) It has now become a hot topic in the United States.
- C) It came as a surprise when Australia adopted the policy.
- D) Its meaning was clarified when it was established in Australia.

53. What has prevented the passing of work-family balance laws in the United States?

- A) The incompetence of the Democrats. B) The existing Family and Medical Leave Act.
- C) The lack of a precedent in American history. D) The opposition from business circles.

54. What is Professor Anne Alstott's argument for parental support?

- A) The cost of raising children in the U.S. has been growing.
- B) Good parenting benefits society.
- C) The U.S. should keep up with other developed countries.
- D) Children need continuous care.

55. What does the author think of America's large body of family laws governing children's welfare?

- A) They fail to ensure children's healthy growth.
- B) They fail to provide enough support for parents.
- C) They emphasize parents' legal responsibilities.
- D) They impose the care of children on parents.

56. Why does the author object to classifying parenting as a personal choice?

- A) It is regarded as a legal obligation. B) It relies largely on social support.
- C) It generates huge social benefits. D) It is basically a social undertaking.

## Passage Two

**Questions 57 to 62 are based on the following passage.**

A new study from the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University shows that today's youth vote in larger numbers than previous generations, and a 2008 study from the Center for American Progress adds that increasing numbers of young voters and activists support traditionally liberal causes. But there's no easy way to see what those figures mean in real life. During the presidential campaign, Barack Obama assembled a racially and ideologically diverse coalition with his message of hope and change; as the reality of life under a new administration settles in, some of those supporters might become disillusioned. As the nation moves further into the Obama presidency, will politically engaged young people continue to support the president and his agenda, or will they gradually drift away?

The writers of Generation O (short for Obama), a new Newsweek blog that seeks to chronicle the lives of a group of young Obama supporters, want to answer that question. For the next three months, Michelle Kremer and 11 other Obama supporters, ages 19 to 34, will blog about life across mainstream America, with one twist: by tying all of their ideas and experiences to the new president and his administration, the bloggers will try to start a conversation about what it means to be young and politically active in America today. Malena Amusa, a 24-year-old writer and dancer from St. Louis sees the project as a way to preserve history as it happens. Amusa, who is traveling to India this spring to finish a book, then to Senegal to teach English, has ongoing conversations with her friends about how the Obama presidency has changed their daily lives and hopes to put some of those ideas, along with her global perspective, into her posts. She's excited because, as she puts it, "I don't have to wait [until] 15 years from now" to make sense of the world.

Henry Flores, a political-science professor at St. Mary's University, credits this younger generation's political strength to their embrace of technology. "[The Internet] exposes them to more thinking," he says, "and groups that are like-minded in different parts of the country start to come together." That's exactly what the Generation O bloggers are hoping to do. The result could be a group of young people that, like their boomer( ) parents, grows up with a strong sense of purpose and sheds the image of apathy( ) they've inherited from Generation X(60 70 ). It's no small challenge for a blog run by a group of ordinary - if ambitious - young people, but the members of Generation O are up to the task.

57. What is the finding of a new study by CIRCLE?

- A) More young voters are going to the polls than before.
- B) The young generation supports traditionally liberal causes.

- C) Young voters played a decisive role in Obama's election.
  - D) Young people in America are now more diverse ideologically.
58. What is a main concern of the writers of Generation O?
- A) How Obama is going to live up to young people's expectations.
  - B) Whether America is going to change during Obama's presidency.
  - C) Whether young people will continue to support Obama's policy.
  - D) How Obama's agenda is going to affect the life of Americans.
59. What will the Generation O bloggers write about in their posts?
- A) Their own interpretation of American politics.
  - B) Policy changes to take place in Obama's administration.
  - C) Obama's presidency viewed from a global perspective.
  - D) Their lives in relation to Obama's presidency.
60. What accounts for the younger generation's political strength according to Professor Henry Flores?
- A) Their embrace of radical ideas.
  - B) Their desire to change America.
  - C) Their utilization of the Internet.
  - D) Their strong sense of responsibility.
61. What can we infer from the passage about Generation X?
- A) They are politically conservative.
  - B) They reject conventional values.
  - C) They dare to take up challenges.
  - D) They are indifferent to politics.



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## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Into the Unknown**

The world has never seen population ageing before. Can it cope?

Until the early 1990s nobody much thought about whole populations getting older. The UN had the foresight to convene a "world assembly on ageing" back in 1982, but that came and went. By 1994 the World Bank had noticed that something big was happening. In a report entitled "Averting the Old Age Crisis", it argued that pension arrangements in most countries were unsustainable.

For the next ten years a succession of books, mainly by Americans, sounded the alarm. They had titles like *Young vs Old*, *Gray Dawn* and *The Coming Generational Storm*, and their message was blunt: health-care systems were heading for the rocks, pensioners were taking young people to the cleaners, and soon there would be intergenerational warfare.

Since then the debate has become less emotional, not least because a lot more is known about the subject. Books, conferences and research papers have multiplied. International organisations such as the OECD and the EU issue regular reports. Population ageing is on every agenda, from G8 economic conferences to NATO summits. The World Economic Forum plans to consider the future of pensions and health care at its prestigious Davos conference early next year. The media, including this newspaper, are giving the subject extensive coverage.

Whether all that attention has translated into sufficient action is another question. Governments in rich countries now accept that their pension and health-care promises will soon become unaffordable, and many of them have embarked on reforms, but so far only timidly. That is not surprising: politicians

with an eye on the next election will hardly rush to introduce unpopular measures that may not bear fruit for years, perhaps decades.

The outline of the changes needed is clear. To avoid fiscal( ) meltdown, public pensions and health-care provision will have to be reined back severely and taxes may have to go up. By far the most effective method to restrain pension spending is to give people the opportunity to work longer, because it increases tax revenues and reduces spending on pensions at the same time. It may even keep them alive longer. John Rother, the AARP's head of policy and strategy, points to studies showing that other things being equal, people who remain at work have lower death rates than their retired peers.

Younger people today mostly accept that they will have to work for longer and that their pensions will be less generous. Employers still need to be persuaded that older workers are worth holding on to. That may be because they have had plenty of younger ones to choose from, partly thanks to the post-war baby-boom and partly because over the past few decades many more women have entered the labour force, increasing employers' choice. But the reservoir of women able and willing to take up paid work is running low, and the baby-boomers are going grey.

In many countries immigrants have been filling such gaps in the labour force as have already emerged (and remember that the real shortage is still around ten years off). Immigration in the developed world is the highest it has ever been, and it is making a useful difference. In still-fertile America it currently accounts for about 40% of total population growth, and in fast-ageing western Europe for about 90%.

On the face of it, it seems the perfect solution. Many developing countries have lots of young people in need of jobs; many rich countries need helping hands that will boost tax revenues and keep up economic growth. But over the next few decades labour forces in rich countries are set to shrink so much that inflows of immigrants would have to increase enormously to compensate: to at least twice their current size in western Europe's most youthful countries, and three times in the older ones. Japan would need a large multiple of the few immigrants it has at present. Public opinion polls show that people in most rich countries already think that immigration is too high. Further big increases would be politically unfeasible.

To tackle the problem of ageing populations at its root, "old" countries would have to rejuvenate( ) themselves by having more of their own children. A number of them have tried, some more successfully than others. But it is not a simple matter of offering financial incentives or providing more child care. Modern urban life in rich countries is not well adapted to large families. Women find it hard to combine family and career. They often compromise by having just one child.

And if fertility in ageing countries does not pick up? It will not be the end of the world, at least not for quite a while yet, but the world will slowly become a different place. Older societies may be less innovative and more

strongly disinclined to take risks than younger ones. By 2025 at the latest, about half the voters in America and most of those in western European countries will be over 50—and older people turn out to vote in much greater number than younger ones. Academic studies have found no evidence so far that older voters have used their power at the ballot box to push for policies that specifically benefit them, though if in future there are many more of them they might start doing so.

Nor is there any sign of the intergenerational warfare predicted in the 1990s. After all, older people themselves mostly have families. In a recent study of parents and grown-up children in 11 European countries, Karsten Hank of Mannheim University found that 85% of them lived within 25km of each other and the majority of them were in touch at least once a week.

Even so, the shift in the centre of gravity to older age groups is bound to have a profound effect on societies, not just economically and politically but in all sorts of other ways too. Richard Jackson and Neil Howe of America's CSIS, in a thoughtful book called *The Graying of the Great Powers*, argue that, among other things, the ageing of the developed countries will have a number of serious security implications.

For example, the shortage of young adults is likely to make countries more reluctant to commit the few they have to military service. In the decades to 2050, America will find itself playing an ever-increasing role in the developed world's defence effort. Because America's population will still be growing when that of most other developed countries is shrinking, America will be the only developed country that still matters geopolitically (□□□□).

### **Ask me in 2020**

There is little that can be done to stop population ageing, so the world will have to live with it. But some of the consequences can be alleviated. Many experts now believe that given the right policies, the effects, though grave, need not be catastrophic. Most countries have recognised the need to do something and are beginning to act.

But even then there is no guarantee that their efforts will work. What is happening now is historically unprecedented. Ronald Lee, director of the Centre on the Economics and Demography of Ageing at the University of California, Berkeley, puts it briefly and clearly: "We don't really know what population ageing will be like, because nobody has done it yet. "

1. In its 1994 report, the World Bank argued that the current pension system in most countries could \_\_\_\_\_.

- [A] not be sustained in the long term
- [B] further accelerate the ageing process
- [C] hardly halt the growth of population
- [D] help tide over the current ageing crisis

2. What message is conveyed in books like *Young vs Old*?

- [A] The generation gap is bound to narrow.
- [B] Intergenerational conflicts will intensify.

- [C] The younger generation will beat the old.  
[D] Old people should give way to the young.
3. One reason why pension and health care reforms are slow in coming is that \_\_\_\_\_.
- [A] nobody is willing to sacrifice their own interests to tackle the problem  
[B] most people are against measures that will not bear fruit immediately  
[C] the proposed reforms will affect too many people's interests  
[D] politicians are afraid of losing votes in the next election
4. The author believes the most effective method to solve the pension crisis is to \_\_\_\_\_.
- [A] allow people to work longer [B] increase tax revenues  
[C] cut back on health care provisions [D] start reforms right away
5. The reason why employers are unwilling to keep older workers is that \_\_\_\_\_.
- [A] they are generally difficult to manage  
[B] the longer they work, the higher their pension  
[C] their pay is higher than that of younger ones  
[D] younger workers are readily available
6. To compensate for the fast-shrinking labour force, Japan would need \_\_\_\_\_.
- [A] to revise its current population control policy  
[B] large numbers of immigrants from overseas  
[C] to automate its manufacturing and service industries  
[D] a politically feasible policy concerning population
7. Why do many women in rich countries compromise by having only one child?
- [A] Small families are becoming more fashionable.  
[B] They find it hard to balance career and family.  
[C] It is too expensive to support a large family.  
[D] Child care is too big a problem for them.
8. Compared with younger ones, older societies are less inclined to \_\_\_\_\_.
9. The predicted intergenerational warfare is unlikely because most of the older people themselves \_\_\_\_\_.
10. Countries that have a shortage of young adults will be less willing to commit them to \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the

questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

Most young boys are trained to believe that men should be strong, tough, cool, and detached. Thus, they learn early to hide vulnerable emotions such as love, joy, and sadness because they believe that such feelings are feminine and imply weakness. Over time, some men become strangers to their own emotional lives. It seems that men with traditional views of masculinity are more likely to suppress outward emotions and to fear emotions, supposedly because such feelings may lead to a loss of composure(□□). Keep in mind, however, that this view is challenged by some researchers. As with many gender gaps, differences in emotionality tend to be small, inconsistent, and dependent on the situation. For instance, Robertson and colleagues found that males who were more traditionally masculine were more emotionally expressive in a structured exercise than when they were simply asked to talk about their emotions.

Males' difficulty with "tender" emotions has serious consequences. First, suppressed emotions can contribute to stress-related disorders. And worse, men are less likely than women to seek help from health professionals. Second, men's emotional inexpressiveness can cause problems in their relationships with partners and children. For example, men who endorse traditional masculine norms report lower relationship satisfaction, as do their female partners. Further, children whose fathers are warm, loving, and accepting toward them have higher self-esteem and lower rates of aggression and behavior problems. On a positive note, fathers are increasingly involving themselves with their children. And 30 percent of fathers report that they take equal or greater responsibility for their children than their working wives do.

One emotion males are allowed to express is anger. Sometimes this anger translates into physical aggression or violence. Men commit nearly 90 percent of violent crimes in the United States and almost all sexual assaults.

47. Most young boys have been trained to believe that men who show tender feelings are considered to be \_\_\_\_\_.

48. Some men believe that if they expressed their emotions openly they might \_\_\_\_\_.

49. According to the author, men who suppress their emotions may develop \_\_\_\_\_.

50. Men who observe traditional masculine norms are said to derive less satisfaction from \_\_\_\_\_.

51. When males get angry, they can become \_\_\_\_\_ or even commit violence.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

In the early 20th century, few things were more appealing than the promise of scientific knowledge. In a world struggling with rapid industrialization, science and technology seemed to offer solutions to almost every problem. Newly created state colleges and universities devoted themselves almost entirely to scientific, technological, and engineering fields. Many Americans came to believe that scientific certainty could not only solve scientific problems, but also reform politics, government, and business. Two world wars and a Great Depression rocked the confidence of many people that scientific expertise alone could create a prosperous and ordered world. After World War II, the academic world turned with new enthusiasm to humanistic studies, which seemed to many scholars the best way to ensure the survival of democracy. American scholars fanned out across much of the world - with support from the Ford Foundation, the Fulbright program, etc. - to promote the teaching of literature and the arts in an effort to make the case for democratic freedoms.

In the America of our own time, the great educational challenge has become an effort to strengthen the teaching of what is now known as the STEM disciplines (science, technology, engineering, and math). There is considerable and justified concern that the United States is falling behind much of the rest of the developed world in these essential disciplines. India, China, Japan, and other regions seem to be seizing technological leadership.

At the same time, perhaps inevitably, the humanities - while still popular in elite colleges and universities - have experienced a significant decline. Humanistic disciplines are seriously underfunded, not just by the government and the foundations but by academic institutions themselves. Humanists are usually among the lowest-paid faculty members at most institutions and are often lightly regarded because they do not generate grant income and because they provide no obvious credentials( ) for most nonacademic careers.

Undoubtedly American education should train more scientists and engineers. Much of the concern among politicians about the state of American universities today is focused on the absence of "real world" education - which means preparation for professional and scientific careers. But the idea that institutions or their students must decide between humanities and science is false. Our society could not survive without scientific and technological knowledge. But we would be equally impoverished( ) without humanistic knowledge as well. Science and technology teach us what we can do. Humanistic thinking helps us understand what we should do.

It is almost impossible to imagine our society without thinking of the extraordinary achievements of scientists and engineers in building our complicated world. But try to imagine our world as well without the remarkable works that have defined our culture and values. We have always needed, and we still need, both.

52. In the early 20th century Americans believed science and technology could \_\_\_\_\_.

[A] solve virtually all existing problems [B] quicken the pace of industrialization

[C] help raise people's living standards [D] promote the nation's social progress

53. Why did many American scholars become enthusiastic about humanistic studies after World War II?

[A] They wanted to improve their own status within the current education system.

[B] They believed the stability of a society depended heavily on humanistic studies.

[C] They could get financial support from various foundations for humanistic studies.

[D] They realized science and technology alone were no guarantee for a better world.

54. Why are American scholars worried about education today?

[A] The STEM subjects are too challenging for students to learn.

[B] Some Asian countries have overtaken America in basic sciences.

[C] America is lagging behind in the STEM disciplines.

[D] There are not enough scholars in humanistic studies.

55. What accounts for the significant decline in humanistic studies today?

[A] Insufficient funding. [B] Shrinking enrollment.

[C] Shortage of devoted faculty. [D] Dim prospects for graduates.

56. Why does the author attach so much importance to humanistic studies?

[A] They promote the development of science and technology.

[B] They help prepare students for their professional careers.

[C] Humanistic thinking helps define our culture and values.

[D] Humanistic thinking helps cultivate students' creativity.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

Will there ever be another Einstein? This is the undercurrent of conversation at Einstein memorial meetings throughout the year. A new Einstein will emerge, scientists say. But it may take a long time. After all, more than 200 years separated Einstein from his nearest rival, Isaac Newton.

Many physicists say the next Einstein hasn't been born yet, or is a baby now. That's because the quest for a unified theory that would account for all the forces of nature has pushed current mathematics to its limits. New math must be created before the problem can be solved.

But researchers say there are many other factors working against another Einstein emerging anytime soon.

For one thing, physics is a much different field today. In Einstein's day, there were only a few thousand physicists worldwide, and the theoreticians who could intellectually rival Einstein probably would fit into a streetcar with seats to spare.

Education is different, too. One crucial aspect of Einstein's training that is overlooked is the years of philosophy he read as a teenager - Kant, Schopenhauer and Spinoza, among others. It taught him how to think independently and abstractly about space and time, and it wasn't long before he became a philosopher himself.

"The independence created by philosophical insight is - in my opinion - the mark of distinction between a mere artisan(工匠) or specialist and a real seeker after truth," Einstein wrote in 1944.

And he was an accomplished musician. The interplay between music and math is well known. Einstein would furiously play his violin as a way to think through a knotty physics problem.

Today, universities have produced millions of physicists. There aren't many jobs in science for them, so they go to Wall Street and Silicon Valley to apply their analytical skills to more practical - and rewarding - efforts.

"Maybe there is an Einstein out there today," said Columbia University physicist Brian Greene, "but it would be a lot harder for him to be heard."

Especially considering what Einstein was proposing.

"The actual fabric of space and time curving? My God, what an idea!" Greene said at a recent gathering at the Aspen Institute. "It takes a certain type of person who will bang his head against the wall because you believe you'll find the solution."

Perhaps the best examples are the five scientific papers Einstein wrote in his "miracle year" of 1905. These "thought experiments" were pages of calculations signed and submitted to the prestigious journal *Annalen der Physik* by a virtual unknown. There were no footnotes or citations.



What might happen to such a submission today?

"We all get papers like those in the mail," Greene said. "We put them in the junk file."

57. What do scientists seem to agree upon, judging from the first two paragraphs?

- [A] Einstein pushed mathematics almost to its limits.
- [B] It will take another Einstein to build a unified theory.
- [C] No physicist is likely to surpass Einstein in the next 200 years.
- [D] It will be some time before a new Einstein emerges.

58. What was critical to Einstein's success?

- [A] His talent as an accomplished musician. [B] His independent and abstract thinking.
- [C] His untiring effort to fulfill his potential. [D] His solid foundation in math theory.

59. What does the author tell us about physicists today?

- [A] They tend to neglect training in analytical skills.
- [B] They are very good at solving practical problems.
- [C] They attach great importance to publishing academic papers.
- [D] They often go into fields yielding greater financial benefits.

60. What does Brian Greene imply by saying "... it would be a lot harder for him to be heard" (Lines 1-2, Para. 9)?

- [A] People have to compete in order to get their papers published.
- [B] It is hard for a scientist to have his papers published today.
- [C] Papers like Einstein's would unlikely get published today.
- [D] Nobody will read papers on apparently ridiculous theories.

61. When he submitted his papers in 1905, Einstein \_\_\_\_\_.

- [A] forgot to make footnotes and citations [B] was little known in academic circles
- [C] was known as a young genius in math calculations
- [D] knew nothing about the format of academic papers

**2011 □ 6 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Minority Report**

American universities are accepting more minorities than ever. Graduating them is another matter.

Barry Mills, the president of Bowdoin College, was justifiably proud of Bowdoin's efforts to recruit minority students. Since 2003 the small, elite liberal arts school in Brunswick, Maine, has boosted the proportion of so-called under-represented minority students in entering freshman classes from 8% to 13%. "It is our responsibility to reach out and attract students to come to our kinds of places," he told a NEWSWEEK reporter. But Bowdoin has not done quite as well when it comes to actually graduating minorities. While 9 out of 10 white students routinely get their diplomas within six years, only 7 out of 10 black students made it to graduation day in several recent classes.

"If you look at who enters college, it now looks like America," says Hilary Pennington, director of postsecondary programs for the Bill & Melinda Gates Foundation, which has closely studied enrollment patterns in higher education. "But if you look at who walks across the stage for a diploma, it's still largely the white, upper-income population."

The United States once had the highest graduation rate of any nation. Now it stands 10th. For the first time in American history, there is the risk that the rising generation will be less well educated than the previous one. The graduation rate among 25- to 34-year-olds is no better than the rate for the 55- to 64-year-olds who were going to college more than 30 years ago. Studies show that more and more poor and non-white students want to graduate from college - but their graduation rates fall far short of their dreams. The graduation rates for blacks, Latinos, and Native Americans lag far

behind the graduation rates for whites and Asians. As the minority population grows in the United States, low college graduation rates become a threat to national prosperity.

The problem is pronounced at public universities. In 2007 the University of Wisconsin-Madison - one of the top five or so prestigious public universities - graduated 81% of its white students within six years, but only 56% of its blacks. At less-selective state schools, the numbers get worse. During the same time frame, the University of Northern Iowa graduated 67% of its white students, but only 39% of its blacks. Community colleges have low graduation rates generally - but rock-bottom rates for minorities. A recent review of California community colleges found that while a third of the Asian students picked up their degrees, only 15% of African-Americans did so as well.

Private colleges and universities generally do better, partly because they offer smaller classes and more personal attention. But when it comes to a significant graduation gap, Bowdoin has company. Nearby Colby College logged an 18-point difference between white and black graduates in 2007 and 25 points in 2006. Middlebury College in Vermont, another top school, had a 19-point gap in 2007 and a 22-point gap in 2006. The most selective private schools - Harvard, Yale, and Princeton - show almost no gap between black and white graduation rates. But that may have more to do with their ability to select the best students. According to data gathered by Harvard Law School professor Lain Gainer, the most selective schools are more likely to choose blacks who have at least one immigrant parent from Africa or the Caribbean than black students who are descendants of American slaves.

"Higher education has been able to duck this issue for years, particularly the more selective schools, by saying the responsibility is on the individual student," says Pennington of the Gates Foundation. "If they fail, it's their fault." Some critics blame affirmative action - students admitted with lower test scores and grades from shaky high schools often struggle at elite schools. But a bigger problem may be that poor high schools often send their students to colleges for which they are "under matched": they could get into more elite, richer schools, but instead go to community colleges and low-rated state schools that lack the resources to help them. Some schools out for profit cynically increase tuitions and count on student loans and federal aid to foot the bill - knowing full well that the students won't make it. "The school keeps the money, but the kid leaves with loads of debt and no degree and no ability to get a better job. Colleges are not holding up their end," says Amy Wilkins of the Education Trust.

A college education is getting ever more expensive. Since 1982 tuitions have been rising at roughly twice the rate of inflation. In 2008 the net cost of attending a four-year public university - after financial aid - equaled 28% of median (□□□)family income, while a four-year private university cost 76% of median family income. More and more scholarships are based on merit, not need. Poorer students are not always the best-informed consumers. Often

they wind up deeply in debt or simply unable to pay after a year or two and must drop out.

There once was a time when universities took pride in their dropout rates. Professors would begin the year by saying, "Look to the right and look to the left. One of you is not going to be here by the end of the year." But such a Darwinian spirit is beginning to give way as at least a few colleges face up to the graduation gap. At the University of Wisconsin-Madison, the gap has been roughly halved over the last three years. The university has poured resources into peer counseling to help students from inner-city schools adjust to the rigor( ) and faster pace of a university classroom - and also to help minority students overcome the stereotype that they are less qualified. Wisconsin has a "laser like focus" on building up student skills in the first three months, according to vice provost( ) Damon Williams.

State and federal governments could sharpen that focus everywhere by broadly publishing minority graduation rates. For years private colleges such as Princeton and MIT have had success bringing minorities onto campus in the summer before freshman year to give them some prepare Tory courses. The newer trend is to start recruiting poor and non-white students as early as the seventh grade, using innovative tools to identify kids with sophisticated verbal skills. Such programs can be expensive, of course, but cheap compared with the millions already invested in scholarships and grants for kids who have little chance to graduate without special support.

With effort and money, the graduation gap can be closed. Washington and Lee is a small, selective school in Lexington, Va. Its student body is less than 5% black and less than 2% Latino. While the school usually graduated about 90% of its whites, the graduation rate of its blacks and Latinos had dipped to 63% by 2007. "We went through a dramatic shift," says Dawn Watkins, the vice president for student affairs. The school aggressively pushed mentoring( ) of minorities by other students and "partnering" with parents at a special pre-enrollment session. The school had its first-ever black homecoming. Last spring the school graduated the same proportion of minorities as it did whites. If the United States wants to keep up in the global economic race, it will have to pay systematic attention to graduating minorities, not just enrolling them.

1. What is the author's main concern about American higher education?

- A) The small proportion of minority students.
- B) The low graduation rates of minority students.
- C) The growing conflicts among ethnic groups.
- D) The poor academic performance of students.

2. What was the pride of President Barry Mills of Bowdoin College?

- A) The prestige of its liberal arts programs.
- B) Its ranking among universities in Maine.
- C) The high graduation rates of its students.
- D) Its increased enrollment of minority students.

3. What is the risk facing America?

- A) Its schools will be overwhelmed by the growing number of illegal immigrants.
- B) The rising generation will be less well educated than the previous one.
- C) More poor and non-white students will be denied access to college.
- D) It is going to lose its competitive edge in higher education.
4. How many African-American students earned their degrees in California community colleges according to a recent review?
- A) Fifty-six percent. B) Thirty-nine percent. C) Fifteen percent D) Sixty-seven percent.
5. Harvard, Yale, and Princeton show almost no gap between black and white graduation rates mainly because \_\_\_\_\_.
- A) Their students work harder B) They recruit the best students
- C) Their classes are generally smaller D) They give students more attention
6. How does Amy Wilkins of the Education Trust view minority students' failure to get a degree?
- A) Universities are to blame. B) Students don't work hard.
- C) The government fails to provide the necessary support.
- D) Affirmative action should be held responsible.
7. Why do some students drop out after a year or two according to the author?
- A) They have lost confidence in themselves.
- B) They cannot afford the high tuition.
- C) They cannot adapt to the rigor of the school.
- D) They fail to develop interest in their studies.
8. To tackle the problem of graduation gap, the University of Wisconsin-Madison helps minority students get over the stereotype that \_\_\_\_\_.
9. For years, private colleges such as Princeton and MIT have provided minority students with \_\_\_\_\_ during the summer before freshman year.
10. Washington and Lee University is cited as an example to show that the gap of graduation rates between whites and minorities can \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

How good are you at saying "no"? For many, it's surprisingly difficult. This is especially true of editors, who by nature tend to be eager and engaged participants in everything they do. Consider these scenarios:

It's late in the day. That front-page package you've been working on is nearly complete; one last edit and it's finished. Enter the executive editor, who makes a suggestion requiring a more-than-modest rearrangement of the design and the addition of an information box. You want to scream: "No! It's done!" What do you do?

The first rule of saying no to the boss is doing say no. She probably has something in mind when she makes suggestions, and it's up to you to find out what. The second rule is doing raise the stakes by challenging her authority. That issue is already decided. The third rule is to be ready to cite options and consequences. The boss's suggestions might be appropriate, but there are always consequences. She might not know about the pages backing up that need attention, or about the designer who had to go home sick. Tell her she can have what she wants, but explain the consequences. Understand what she's trying to accomplish and propose a Plan B that will make it happen without destroying what you've done so far.

Here's another case. Your least-favorite reporter suggests a dumb story idea. This one should be easy, but it's not. If you say no, even politely, you risk inhibiting further ideas, not just from that reporter, but from others who heard that you turned down the idea. This scenario is common in newsrooms that lack a systematic way to filter story suggestions.

Two steps are necessary. First, you need a system for how stories are proposed and reviewed. Reporters can tolerate rejection of their ideas if they believe they were given a fair hearing. Your gut reaction(□□□□) and dismissive rejection, even of a worthless idea, might not qualify as systematic or fair.

Second, the people you work with need to negotiate a "What if ...?" agreement covering "What if my idea is turned down?" How are people expected to react? Is there an appeal process? Can they refine the idea and resubmit it? By anticipating "What if...?" situations before they happen, you can reach understanding that will help ease you out of confrontations.

47. Instead of directly saying no to your boss, you should find out \_\_\_\_\_.

48. The author's second warning is that we should avoid running a greater risk by \_\_\_\_\_.

49. one way of responding to your boss's suggestion is to explain the \_\_\_\_\_ to her and offer an alternative solution.

50. To ensure fairness to reporters, it is important to set up a system for stories to \_\_\_\_\_.

51. People who learn to anticipate "What if...?" situations will be able to reach understanding and avoid \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

At the heart of the debate over illegal immigration lies one key question: are immigrants good or bad for the economy? The American public overwhelmingly thinks they're bad. Yet the consensus among most economists is that immigration, both legal and illegal, provides a small net boost to the economy. Immigrants provide cheap labor, lower the prices of everything from farm produce to new homes, and leave consumers with a little more money in their pockets. So why is there such a discrepancy between the perception of immigrants' impact on the economy and the reality?

There are a number of familiar theories. Some argue that people are anxious and feel threatened by an inflow of new workers. Others highlight the strain that undocumented immigrants place on public services, like schools, hospitals, and jails. Still others emphasize the role of race, arguing that foreigners add to the nation's fears and insecurities. There's some truth to all these explanations, but they aren't quite sufficient.

To get a better understanding of what's going on; consider the way immigration's impact is felt. Though its overall effect may be positive, its costs and benefits are distributed unevenly. David Card, an economist at UC Berkeley, notes that the ones who profit most directly from immigrants' low-cost labor are businesses and employers - meatpacking plants in Nebraska, for instance, or agricultural businesses in California. Granted, these producers' savings probably translate into lower prices at the grocery store, but how many consumers make that mental connection at the checkout counter? As for the drawbacks of illegal immigration, these, too, are concentrated. Native low-skilled workers suffer most from the competition of foreign labor. According to a study by George Boras, a Harvard economist, immigration reduced the wages of American high-school dropouts by 9% between 1980-2000.

Among high-skilled, better-educated employees, however, opposition was

strongest in states with both high numbers of immigrants and relatively generous social services. What worried them most, in other words, was the fiscal(财政) burden of immigration. That conclusion was reinforced by another finding: that their opposition appeared to soften when that fiscal burden decreased, as occurred with welfare reform in the 1990s, which curbed immigrants' access to certain benefits.

The irony is that for all the overexcited debate, the net effect of immigration is minimal. Even for those most acutely affected - say, low-skilled workers, or California residents - the impact isn't all that dramatic. "The unpleasant voices have tended to dominate our perceptions," says Daniel Michener, a political science professor at the University of Oregon. "But when all those factors are put together and the economists calculate the numbers, it ends up being a net positive, but a small one." Too bad most people don't realize it.

52. What can we learn from the first paragraph?

- A) Whether immigrants are good or bad for the economy has been puzzling economists.
- B) The American economy used to thrive on immigration but now it's a different story.
- C) The consensus among economists is that immigration should not be encouraged.
- D) The general public thinks differently from most economists on the impact of immigration.

53. In what way does the author think ordinary Americans benefit from immigration?

- A) They can access all kinds of public services.
- B) They can get consumer goods at lower prices.
- C) They can mix with people of different cultures.
- D) They can avoid doing much of the manual labor.

54. Why do native low-skilled workers suffer most from illegal immigration?

- A) They have greater difficulty getting welfare support.
- B) They are more likely to encounter interracial conflicts.
- C) They have a harder time getting a job with decent pay.
- D) They are no match for illegal immigrants in labor skills.

55. What is the chief concern of native high-skilled, better-educated employees about the inflow of immigrants?

- A) It may change the existing social structure.
- B) It may pose a threat to their economic status.
- C) It may lead to social instability in the country.
- D) It may place a great strain on the state budget.

56. What is the irony about the debate over immigration?

- A) Even economists can't reach a consensus about its impact.
- B) Those who are opposed to it turn out to benefit most from it.
- C) People are making too big a fuss about something of small impact.



D) There is no essential difference between seemingly opposite opinions.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

Picture a typical MBA lecture theatre twenty years ago. In it the majority of students will have conformed to the standard model of the time: male, middle class and Western. Walk into a class today, however, and you'll get a completely different impression. For a start, you will now see plenty more women - the University of Pennsylvania's Wharton School, for example, boasts that 40% of its new enrolment is female. You will also see a wide range of ethnic groups and nationals of practically every country.

It might be tempting, therefore, to think that the old barriers have been broken down and equal opportunity achieved. But, increasingly, this apparent diversity is becoming a mask for a new type of conformity. Behind the differences in sex, skin tones and mother tongues, there are common attitudes, expectations and ambitions which risk creating a set of clones among the business leaders of the future.

Diversity, it seems, has not helped to address fundamental weaknesses in business leadership. So what can be done to create more effective managers of the commercial world? According to Valerie Gauthier, associate dean at HEC Paris, the key lies in the process by which MBA programmers recruit their students. At the moment candidates are selected on a fairly narrow set of criteria such as prior academic and career performance, and analytical and problem solving abilities. This is then coupled to a school's picture of what a diverse class should look like, with the result that passport, ethnic origin and sex can all become influencing factors. But schools rarely dig down to find out what really makes an applicant succeed, to create a class which also contains diversity of attitude and approach - arguably the only diversity that, in a business context, really matters.

Professor Gauthier believes schools should not just be selecting candidates from traditional sectors such as banking, consultancy and industry. They should also be seeking individuals who have backgrounds in areas such as political science, the creative arts, history or philosophy, which will allow them to put business decisions into a wider context.

Indeed, there does seem to be a demand for the more rounded leaders such diversity might create. A study by Manna, a leadership development company, suggests that, while the bully-boy chief executive of old may not have been eradicated completely, there is a definite shift in emphasis towards less tough styles of management - at least in America and Europe. Perhaps most significant, according to Manna, is the increasing interest large

companies have in more collaborative management models, such as those prevalent in Scandinavia, which seek to integrate the hard and soft aspects of leadership and encourage delegated responsibility and accountability.

57. What characterizes the business school student population of today?

A) Greater diversity. B) Intellectual maturity. C) Exceptional diligence. D) Higher ambition.

58. What is the author's concern about current business school education?

A) It will arouse students' unrealistic expectations.  
B) It will produce business leaders of a uniform style.  
C) It focuses on theory rather than on practical skills.  
D) It stresses competition rather than cooperation.

59. What aspect of diversity does Valerie Gauthier think is most important?

A) Age and educational background. B) Social and professional experience.  
C) Attitude and approach to business. D) Ethnic origin and gender.

60. What applicants does the author think MBA programmers should consider recruiting?

A) Applicants with prior experience in business companies.  
B) Applicants with sound knowledge in math and statistics.  
C) Applicants from outside the traditional sectors.  
D) Applicants from less developed regions and areas.

61. What does Manna say about the current management style?

A) It is eradicating the tough aspects of management.  
B) It encourages male and female executives to work side by side.  
C) It adopts the bully-boy chief executive model.  
D) It is shifting towards more collaborative models.

**2011 □ 12 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Google's Plan for World's Biggest Online Library: Philanthropy Or Act of Piracy?**

In recent years, teams of workers dispatched by Google have been working hard to make digital copies of books. So far, Google has scanned more than 10 million titles from libraries in America and Europe - including half a million volumes held by the Bodleian in Oxford. The exact method it uses is unclear; the company does not allow outsiders to observe the process.

Why is Google undertaking such a venture? Why is it even interested in all those out-of-print library books, most of which have been gathering dust on forgotten shelves for decades? The company claims its motives are essentially public-spirited. Its overall mission, after all, is to "organise the world's information", so it would be odd if that information did not include books.

The company likes to present itself as having lofty aspirations. "This really isn't about making money. We are doing this for the good of society." As Santiago de la Mora, head of Google Books for Europe, puts it: "By making it possible to search the millions of books that exist today, we hope to expand the frontiers of human knowledge."

Dan Clancy, the chief architect of Google Books, does seem genuine in his conviction that this is primarily a philanthropic(□□□) exercise. "Google's core business is search and find, so obviously what helps improve Google's search engine is good for Google," he says. "But we have never built a spreadsheet(□□□□) outlining the financial benefits of this, and I have never had to justify the amount I am spending to the company's founders."

It is easy, talking to Clancy and his colleagues, to be swept along by their missionary passion. But Google's book-scanning project is proving

controversial. Several opponents have recently emerged, ranging from rival tech giants such as Microsoft and Amazon to small bodies representing authors and publishers across the world. In broad terms, these opponents have levelled two sets of criticisms at Google.

First, they have questioned whether the primary responsibility for digitally archiving the world's books should be allowed to fall to a commercial company. In a recent essay in the New York Review of Books, Robert Darnton, the head of Harvard University's library, argued that because such books are a common resource - the possession of us all - only public, not-for-profit bodies should be given the power to control them.

The second related criticism is that Google's scanning of books is actually illegal. This allegation has led to Google becoming mired in(□□) a legal battle whose scope and complexity makes the Jarndyce and Jarndyce case in Charles Dickens' Bleak House look straightforward.

At its centre, however, is one simple issue: that of copyright. The inconvenient fact about most books, to which Google has arguably paid insufficient attention, is that they are protected by copyright. Copyright laws differ from country to country, but in general protection extends for the duration of an author's life and for a substantial period afterwards, thus allowing the author's heirs to benefit. (In Britain and America, this post-death period is 70 years.) This means, of course, that almost all of the books published in the 20th century are still under copyright - and the last century saw more books published than in all previous centuries combined. Of the roughly 40 million books in US libraries, for example, an estimated 32 million are in copyright. Of these, some 27 million are out of print.

Outside the US, Google has made sure only to scan books that are out of copyright and thus in the "public domain" (works such as the Bodleian's first edition of Middlemarch, which anyone can read for free on Google Books Search).

But, within the US, the company has scanned both in-copyright and out-of-copyright works. In its defence, Google points out that it displays only small segments of books that are in copyright- arguing that such displays are "fair use". But critics allege that by making electronic copies of these books without first seeking the permission of copyright holders, Google has committed piracy.

"The key principle of copyright law has always been that works can be copied only once authors have expressly given their permission," says Piers Blofeld, of the Sheil Land literary agency in London. "Google has reversed this - it has simply copied all these works without bothering to ask."

In 2005, the Authors Guild of America, together with a group of US publishers, launched a class action suit(□□□□) against Google that, after more than two years of negotiation, ended with an announcement last October that Google and the claimants had reached an out-of-court settlement. The full details are complicated - the text alone runs to 385 pages- and trying to

summarise it is no easy task. "Part of the problem is that it is basically incomprehensible," says Blofeld, one of the settlement's most vocal British critics.

Broadly, the deal provides a mechanism for Google to compensate authors and publishers whose rights it has breached (including giving them a share of any future revenue it generates from their works). In exchange for this, the rights holders agree not to sue Google in future.

This settlement hands Google the power - but only with the agreement of individual rights holders - to exploit its database of out-of-print books. It can include them in subscription deals sold to libraries or sell them individually under a consumer licence. It is these commercial provisions that are proving the settlement's most controversial aspect.

Critics point out that, by giving Google the right to commercially exploit its database, the settlement paves the way for a subtle shift in the company's role from provider of information to seller. "Google's business model has always been to provide information for free, and sell advertising on the basis of the traffic this generates," points out James Grimmelmann, associate professor at New York Law School. Now, he says, because of the settlement's provisions, Google could become a significant force in bookselling.

Interest in this aspect of the settlement has focused on "orphan" works, where there is no known copyright holder - these make up an estimated 5-10% of the books Google has scanned. Under the settlement, when no rights holders come forward and register their interest in a work, commercial control automatically reverts to Google. Google will be able to display up to 20% of orphan works for free, include them in its subscription deals to libraries and sell them to individual buyers under the consumer licence.

It is by no means certain that the settlement will be enacted(□□) - it is the subject of a fairness hearing in the US courts. But if it is enacted, Google will in effect be off the hook as far as copyright violations in the US are concerned. Many people are seriously concerned by this - and the company is likely to face challenges in other courts around the world.

No one knows the precise use Google will make of the intellectual property it has gained by scanning the world's library books, and the truth, as Gleick, an American science writer and member of the Authors Guild, points out, is that the company probably doesn't even know itself. But what is certain is that, in some way or other, Google's entrance into digital bookselling will have a significant impact on the book world in the years to come.

1. Google claims its plan for the world's biggest online library is \_\_\_\_\_.  
A) to serve the interest of the general public B) to encourage reading around the world  
C) to save out-of-print books in libraries D) to promote its core business of searching
2. According to Santiago de la Mora, Google's book-scanning project will \_\_\_\_\_.

- A) broaden humanity's intellectual horizons B) help the broad masses of readers  
C) revolutionise the entire book industry D) make full use of the power of its search engine
3. Opponents of Google Books believe that digitally archiving the world's books should be controlled by \_\_\_\_\_.  
A) non-profit organisations B) the world's leading libraries  
C) multinational companies D) the world's tech giants
4. Google has involved itself in a legal battle as it ignored \_\_\_\_\_.  
A) the copyright of authors of out-of-print books  
B) the copyright of the books it scanned  
C) the interest of traditional booksellers  
D) the differences of in-print and out-of-print books
5. Google defends its scanning in-copyright books by saying that \_\_\_\_\_.  
A) it displays only a small part of their content  
B) it is willing to compensate the copyright holders  
C) making electronic copies of books is not a violation of copyright  
D) the online display of in-copyright books is not for commercial use
6. What do we learn about the class action suit against Google?  
A) It ended in a victory for the Authors Guild of America.  
B) It was settled after more than two years of negotiation.  
C) It failed to protect the interests of American publishers.  
D) It could lead to more out-of-court settlements of such disputes.
7. What remained controversial after the class action suit ended?  
A) The compensation for copyright holders.  
B) The change in Google's business model.  
C) Google's further exploitation of its database.  
D) The commercial provisions of the settlement.
8. While \_\_\_\_\_, Google makes money by selling advertising.
9. Books whose copyright holders are not known are called \_\_\_\_\_.
10. Google's entrance into digital bookselling will tremendously \_\_\_\_\_ in the future.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

Leadership is the most significant word in today's competitive business

environment because it directs the manager of a business to focus inward on their personal capabilities and style. Experts on leadership will quickly point out that "how things get done" influences the success of the outcomes and indicates a right way and a wrong way to do things. When a noted leader on the art of management, Peter Drucker, coined the phrase "Management is doing things right; leadership is doing the right things," he was seeking to clarify the distinctions he associates with the terms.

When Stephen Covey, founder and director of the Leadership Institute, explored leadership styles in the past decade, he focused on the habits of a great number of highly effective individuals. His *Seven Habits of Highly Effective People* became a popular bestseller very quickly. His ideas forced a reexamination of the early leadership paradigm( ), which he observed centered on traits found in the character ethic and the personality ethic. The former ethic suggested success was founded on integrity, modesty, loyalty, courage, patience, and so forth. The personality ethic suggested it was one's attitude, not behavior, that inspired success, and this ethic was founded on a belief of positive mental attitude. In contrast to each of these ideas, Covey advocates that leaders need to understand universal principles of effectiveness, and he highlights how vital it is for leaders to first personally manage themselves if they are to enjoy any hope of outstanding success in their work environments. To achieve a desired vision for your business, it is vital that you have a personal vision of where you are headed and what you value. Business leadership means that managers need to "put first things first," which implies that before leading others, you need to be clear on your own values, abilities, and strengths and be seen as trustworthy.

47. To be good leaders, managers must pay close attention to their own \_\_\_\_\_.

48. According to Peter Drucker, leaders should be good at \_\_\_\_\_.

49. The personality ethic suggests that people are likely to succeed if they have \_\_\_\_\_.

50. According to Stephen Covey, leaders who hope to achieve outstanding success need first of all to \_\_\_\_\_.

51. Good leadership requires one to know one's own strengths and be able to win people's \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through

the centre.

## Passage One

**Questions 52 to 56 are based on the following passage.**

What's the one word of advice a well-meaning professional would give to a recent college graduate? China! India! Brazil! How about trade!

When the Commerce Department reported last week that the trade deficit in June approached \$50 billion, it set off a new round of economic doom saying. Imports, which soared to \$200.3 billion in the month, are subtracted in the calculation of gross domestic product. The larger the trade deficit, the smaller the GDP. Should such imbalances continue, pessimists say, they could contribute to slower growth.

But there's another way of looking at the trade data. Over the past two years, the figures on imports and exports seem not to signal a double-dip recession - a renewed decline in the broad level of economic activity in the United States - but an economic expansion.

The rising volume of trade - more goods and services shuttling in and out of the United States - is good news for many sectors. Companies engaged in shipping, trucking, rail freight, delivery, and logistics( 物流 ) have all been reporting better than expected results. The rising numbers signify growing vitality in foreign markets - when we import more stuff, it puts more cash in the hands of people around the world, and U.S. exports are rising because more foreigners have the ability to buy the things we produce and market. The rising tide of trade is also good news for people who work in trade-sensitive businesses, especially those that produce commodities for which global demand sets the price - agricultural goods, mining, metals, oil.

And while exports always seem to lag, U.S. companies are becoming more involved in the global economy with each passing month. General Motors sells as many cars in China as in America each month. While that may not do much for imports, it does help GM's balance sheet - and hence makes the jobs of U.S.-based executives more stable.

One great challenge for the U.S. economy is slack domestic consumer demand. Americans are paying down debt, saving more, and spending more carefully. That's to be expected, given what we've been through. But there's a bigger challenge. Can U.S.-based businesses, large and small, figure out how to get a piece of growing global demand? Unless you want to pick up and move to India, or Brazil, or China, the best way to do that is through trade. It may seem obvious, but it's no longer enough simply to do business with our friends and neighbors here at home.

Companies and individuals who don't have a strategy to export more, or to get more involved in foreign markets, or to play a role in global trade, are



shutting themselves out of the lion's share of economic opportunity in our world.

52. How do pessimists interpret the U.S. trade deficit in June?

- A) It reflects Americans' preference for imported goods.
- B) It signifies a change in American economic structure.
- C) It is the result of America's growing focus on domestic market.
- D) It could lead to slower growth of the national economy.

53. What does the author say about the trade data of the past two years?

- A) It indicates that economic activities in the U.S. have increased.
- B) It shows that U.S. economy is slipping further into recession.
- C) It signals decreasing domestic demand for goods and services.
- D) It reflects the fluctuations in the international market.

54. Who particularly benefit from the rising volume of trade?

- A) People who have expertise in international trade.
- B) Consumers who favor imported goods and services.
- C) Producers of agricultural goods and raw materials.
- D) Retailers dealing in foreign goods and services.

55. What is one of the challenges facing the American economy?

- A) Competition from overseas.
- B) People's reluctance to spend.
- C) Slack trade activities.
- D) Decreasing productivity.

56. What is the author's advice to U.S. companies and individuals?

- A) To import more cheap goods from developing countries.
- B) To move their companies to where labor is cheaper.
- C) To increase their market share overseas.
- D) To be alert to fluctuations in foreign markets.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

A recurring criticism of the UK's university sector is its perceived weakness in translating new knowledge into new products and services.

Recently, the UK National Stem Cell Network warned the UK could lose its place among the world leaders in stem cell research unless adequate funding and legislation could be assured. We should take this concern seriously as universities are key in the national innovation system.

However, we do have to challenge the unthinking complaint that the sector does not do enough in taking ideas to market. The most recent comparative data on the performance of universities and research institutions in Australia, Canada, USA and UK shows that, from a relatively weak starting position, the UK now leads on many indicators of commercialisation activity.

When viewed at the national level, the policy interventions of the past

decade have helped transform the performance of UK universities. Evidence suggests the UK's position is much stronger than in the recent past and is still showing improvement. But national data masks the very large variation in the performance of individual universities. The evidence shows that a large number of universities have fallen off the back of the pack, a few perform strongly and the rest chase the leaders.

This type of uneven distribution is not peculiar to the UK and is mirrored across other economies. In the UK, research is concentrated: less than 25% of universities receive 75% of the research funding. These same universities are also the institutions producing the greatest share of PhD graduates, science citations, patents and licence income. The effect of policies generating long-term resource concentration has also created a distinctive set of universities which are research-led and commercially active. It seems clear that the concentration of research and commercialisation work creates differences between universities.

The core objective for universities which are research-led must be to maximise the impact of their research efforts. These universities should be generating the widest range of social, economic and environmental benefits. In return for the scale of investment, they should share their expertise in order to build greater confidence in the sector.

Part of the economic recovery of the UK will be driven by the next generation of research commercialisation spilling out of our universities. There are three dozen universities in the UK which are actively engaged in advanced research training and commercialisation work.

If there was a greater coordination of technology transfer offices within regions and a simultaneous investment in the scale and functions of our graduate schools, universities could, and should, play a key role in positioning the UK for the next growth cycle.

57. What does the author think of UK universities in terms of commercialisation?

- A) They fail to convert knowledge into money.
- B) They do not regard it as their responsibility.
- C) They still have a place among the world leaders.
- D) They have lost their leading position in many ways.

58. What does the author say about the national data on UK universities' performance in commercialisation?

- A) It masks the fatal weaknesses of government policy.
- B) It does not rank UK universities in a scientific way.
- C) It does not reflect the differences among universities.
- D) It indicates their ineffective use of government resources.

59. We can infer from Paragraph 5 that "policy interventions" (Line 1, Para. 4) refers to \_\_\_\_\_.

- A) government aid to non-research-oriented universities
- B) compulsory cooperation between universities and industries

- C) fair distribution of funding for universities and research institutions
- D) concentration of resources in a limited number of universities

60. What does the author suggest research-led universities do?

- A) Publicise their research to win international recognition.
- B) Fully utilise their research to benefit all sectors of society.
- C) Generously share their facilities with those short of funds.
- D) Spread their influence among top research institutions.

61. How can the university sector play a key role in the UK's economic growth?

- A) By establishing more regional technology transfer offices.
- B) By asking the government to invest in technology transfer research.
- C) By promoting technology transfer and graduate school education.
- D) By increasing the efficiency of technology transfer agencies.

**2012 □ 6 □**

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **The Three-Year Solution**

Hartwick College, a small liberal-arts school in upstate New York, makes New York, makes this offer to well prepared students: earn your undergraduate degree in three years instead of four, and save about 543,000 - the amount of one year's tuition and fees. A number of innovative colleges are making the same offer to students anxious about saving time and money. That's both an opportunity and a warning for the best higher-education system in the world.

The United States has almost all of the world's best universities. A recent Chinese survey ranks 35 American universities among the top 50, eight among the top 10. Our research universities have been the key to developing the competitive advantages that help Americans produce 25% of all the world's wealth. In 2007, 623,805 of the world's brightest students were attracted to American universities.

Yet, there are signs of peril(□□) within American higher education. U.S. colleges have to compete in the marketplace. Students may choose among 6,000 public, private, nonprofit, for profit, or religious institutions of higher learning. In addition, almost all of the 532 billion the federal government provides for university research is awarded competitively.

But many colleges and universities are stuck in the past. For instance, the idea of the fall-to-spring "school year" hasn't changed much since before the American Revolution, when we were a summer stretch no longer makes sense. Former George Washington University president Stephen Trachtenberg estimates that a typical college uses its facilities for academic purposes a little more than half the calendar year. "While college facilities sit idle, they

continue to generate maintenance expenses that contribute to the high cost of running a college," he has written.

Within academic departments, tenure( ), combined with age-discrimination laws, makes faculty turnover - critical for a university to remain current in changing times - difficult. Instead of protecting speech and encouraging diversity and innovative thinking, the tenure system often stifles( ) them: younger professors must win the approval of established colleagues for tenure, encouraging like-mindedness and sometimes inhibiting the free flow of ideas.

Meanwhile, tuition has soared, leaving graduating students with unprecedented loan debt. Strong campus presidents to manage these problems are becoming harder to find, and to keep. In fact, students now stay on campus almost as long as their presidents. The average amount of time students now take to complete an undergraduate degree has stretched to six years and seven months as students interrupted by work, inconvenienced by unavailable classes, or lured by one more football season find it hard to graduate.

Congress has tried to help students with college costs through Pell Grants and other forms of tuition support. But some of their fixes have made the problem worse. The stack of congressional regulations governing federal student grants and loans now stands twice as tall as I do. Filling out these forms consumes 7% of every tuition dollar.

For all of these reasons, some colleges like Hartwick are rethinking the old way of doing things and questioning decades-old assumptions about what a college degree means. For instance, why does it have to take four years to earn a diploma? This fall, 16 first-year students and four second-year students at Hartwick enrolled in the school's new three year degree program. According to the college, the plan is designed for high-ability, highly motivated student who wish to save money or to move along more rapidly toward advanced degrees.

By eliminating that extra year, three year degree students save 25% in costs. Instead of taking 30 credits a year, these students take 40. During January, Hartwick runs a four week course during which students may earn three to four credits on or off campus, including a number of international sites. Summer courses are not required, but a student may enroll in them - and pay extra. Three year students get first crack at course registration. There are no changes in the number of courses professors teach or in their pay.

The three-year degree isn't a new idea. Geniuses have always breezed through. Judson College, a 350-student institution in Alabama, has offered students a three-year option for 40 years. Students attend "short terms" in May and June to earn the credits required for graduation. Bates College in Maine and Ball State University in Indiana are among other colleges offering three-year options.

Changes at the high-school level are also helping to make it easier for

many students to earn their undergraduate degrees in less time. One of five students arrives at college today with Advanced Placement (AP) credits amounting to a semester or more of college level work. Many universities, including large schools like the University of Texas, make it easy for these AP students to graduate faster.

For students who don't plan to stop with an undergraduate degree, the three-year plan may have an even greater appeal. Dr. John Sergent, head of Vanderbilt University Medical School's residency(□□□□) program, enrolled in Vanderbilt's undergraduate college in 1959. He entered medical school after only three years as did four or five of his classmates." My first year of medical school counted as my senior year, which meant I had to take three to four labs a week to get all my sciences in. I basically skipped my senior year," says Sergent. He still had time to be a student senator and meet his wife.

There are, however, drawbacks to moving through school at such a brisk pace. For one, it deprives students of the luxury of time to roam(□□) intellectually. Compressing everything into three years also leaves less time for growing up, engaging in extracurricular activities, and studying abroad. On crowded campuses it could mean fewer opportunities to get into a prized professor's class. Iowa's Waldorf College has graduated several hundred students in its three-year degree program, but it now phasing out the option. Most Waldorf students wanted the full four-year experience - academically, socially, and athletically. And faculty members will be wary of any change that threatens the core curriculum in the name of moving students into the workforce.

"Most high governmental officials seem to conceive of education in this light - as a way to ensure economic competitiveness and continued economic growth," Derek Bok, former president of Harvard, told The Washington Post. "I strongly disagree with this approach." Another risk: the new campus schedules might eventually produce less revenue for the institution and longer working hours for faculty members.

Adopting a three-year option will not come easily to most school. Those that wish to tackle tradition and make American campus more cost-conscious may find it easier to take Trachtenberg's advice: open campuses year-round. "You could run two complete colleges, with two complete faculties," he says. "That's without cutting the length of students' vacations, increasing class sizes, or requiring faculty to teach more."

Whether they experiment with three-year degrees, offer year-round classes, challenge the tenure system - or all of the above - universities are slowly realizing that to stay competitive and relevant they must adapt to a rapidly changing world.

Expanding the three-year option may be difficult, but it may be less difficult than asking Congress for additional financial help, asking legislators for more state support, or asking students even higher tuition payments. Campuses willing to adopt convenient schedules along with more focused,

less-expensive degrees may find that they have a competitive advantage in attracting bright, motivated students. These sorts of innovations can help American universities avoid the perils of success.

1. Why did Hartwick College start three-year degree programs?  
A) To create chances for the poor. B) To cut students' expenses.  
C) To enroll more students. D) To solve its financial problems.
2. By quoting Stephen Trachtenberg the author wants to say that \_\_\_\_\_.  
A) American universities are resistant to change  
B) the summer vacation contributes to student growth  
C) college facilities could be put to more effective use  
D) the costs of running a university are soaring
3. The author thinks the tenure system in American universities \_\_\_\_\_.  
A) suppresses creative thinking B) creates conflicts among colleagues  
C) guarantees academic freedom D) is a sign of age discrimination
4. What is said about the new three-year degree program at Hartwick?  
A) Its students have to earn more credits each year.  
B) Non-credit courses are eliminated altogether.  
C) Its faculty members teach more hours a week.  
D) Some summer courses are offered free of charge.
5. What do we learn about Judson College's three-year degree program?  
A) It has been running for several decades. B) It is open to the brightest students only.  
C) It is the most successful in the country. D) It has many practical courses on offer.
6. What changes in high schools help students earn undergraduate degrees in three years?  
A) Curriculums have been adapted to students' needs.  
B) More students have Advanced Placement credits.  
C) More elective courses are offered in high school.  
D) The overall quality of education has improved.
7. What is said to be a drawback of the three-year college program?  
A) Students have to cope with too heavy a workload.  
B) Students don't have much time to roam intellectually.  
C) Students have little time to gain practical experience.  
D) Students don't have prized professors to teach them.
8. College faculty members are afraid that the pretext of moving students into the workforce might pose a threat to \_\_\_\_\_.
9. Universities are increasingly aware that they must adapt to a rapidly changing world in order to \_\_\_\_\_.
10. Convenient academic schedules with more-focused, less-expensive degrees will be more attractive to \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

In face of global warming, much effort has been focused on reducing greenhouse gas emissions through a variety of strategies. But while much of the research and innovation has concentrated on finding less-polluting energy alternatives, it may be decades before clean technologies like wind and solar meet a significant portion of our energy needs.

In the meantime, the amount of CO<sub>2</sub> in the air is rapidly approaching the limits proposed by the Intergovernmental Panel on Climate Change (IPCC). "As long as we're consuming fossil fuels, we're putting out CO<sub>2</sub>," says Klaus Lackner, a geophysicist at Columbia, University "We cannot let the CO<sub>2</sub> in the atmosphere rise indefinitely."

That sense of urgency has increased interest in capturing and storing CO<sub>2</sub>, which the IPCC says could provide the more than 50% reduction in emissions thought needed to reduce global warming. "We see the potential for capture and storage to play an integral role in reducing emissions," says Kim Corley, Shell's senior advisor of CO<sub>2</sub> and environmental affairs. That forward thinking strategy is gaining support. The U.S. Department of Energy recently proposed putting \$1 billion into a new \$2.4 billion coal-burning energy plant. The plant's carbon-capture technologies would serve as a pilot project for other new coal-burning plants.

But what do you do with the gas once you've captured it? One option is to put it to new uses. Dakota Gasification of North Dakota captures CO<sub>2</sub> at a plant that converts coal into synthetic natural gas. It then ships the gas 200 miles by pipeline to Canada, where it is pumped underground in oil recovery operations. In the Netherlands, Shell delivers CO<sub>2</sub> to farmers who pipe it into their greenhouses, increasing their yield of fruits and vegetables.

However, scientists say that the scale of CO<sub>2</sub> emissions will require vast amounts of long-term storage. Some propose storing the CO<sub>2</sub> in coal mines or liquid storage in the ocean, Shell favors storing CO<sub>2</sub> in deep geological structures such as saline(□□) formations and exhausted oil and gas fields that exist throughout the world.

47. What are suggested as renewable and less-polluting energy alternatives?

48. What does the author say is a forward thinking strategy concerning the reduction of CO<sub>2</sub> emissions?

49. One way of handing the captured CO<sub>2</sub> as suggested by the author is to store it and \_\_\_\_\_.



50. Through using CO<sub>2</sub>, Dutch farmers have been able to \_\_\_\_\_.
51. Long-term storage of CO<sub>2</sub> is no easy job because of \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

As anyone who has tried to lose weight knows, realistic goal-setting generally produces the best results. That's partially because it appears people who set realistic goals actually work more efficiently, and exert more effort, to achieve those goals.

What's far less understood by scientists, however, are the potentially harmful effects of goal-setting.

Newspapers relay daily accounts of goal-setting prevalent in industries and businesses up and down both Wall Street and Main Street, yet there has been surprisingly little research on how the long-trumpeted practice of setting goals may have contributed to the current economic crisis, and unethical(□□□□) behavior in general.

"Goals are widely used and promoted as having really beneficial effects. And yet, the same motivation that can push people to exert more effort in a constructive way could also motivate people to be more likely to engage in unethical behaviors," says Maurice Schweitzer, an associate professor at Penn's Wharton School.

"It turns out there's no economic benefit to just having a goal--you just get a psychological benefit" Schweitzer says. "But in many cases, goals have economic rewards that make them more powerful."

A prime example Schweitzer and his colleagues cite is the 2004 collapse of energy-trading giant Enron, where managers used financial incentives to motivate salesmen to meet specific revenue goals. The problem, Schweitzer says, is the actual trades were not profitable.

Other studies have shown that saddling employees with unrealistic goals can compel them to lie, cheat or steal. Such was the case in the early 1990s

when Sears imposed a sales quota on its auto repair staff. It prompted employees to overcharge for work and to complete unnecessary repairs on a companywide basis.

Schweitzer concedes his research runs counter to a very large body of literature that commends the many benefits of goal-setting. Advocates of the practice have taken issue with his team's use of such evidence as news accounts to support his conclusion that goal-setting is widely over-prescribed

In a rebuttal(□□) paper, Dr. Edwin Locke writes: "Goal-setting is not going away. Organizations cannot thrive without being focused on their desired end results any more than an individual can thrive without goals to provide a sense of purpose."

But Schweitzer contends the "mounting causal evidence" linking goal-setting and harmful behavior should be studied to help spotlight issues that merit caution and further investigation. "Even a few negative effects could be so large that they outweigh many positive effects," he says.

"Goal-setting does help coordinate and motivate people. My idea would be to combine that with careful oversight, a strong organizational culture, and make sure the goals that you use are going to be constructive and not significantly harm the organization," Schweitzer says.

52. What message does the author try to convey about goal-setting?

- A) Its negative effects have long been neglected.
- B) The goal increase people's work efficiency.
- C) Its role has been largely underestimated.
- D) The goals most people set are unrealistic.

53. What does Maurice Schweitzer want to show by citing the example of Enron?

- A) Setting realistic goals can turn a failing business into success.
- B) Businesses are less likely to succeed without setting realistic goals.
- C) Financial incentives ensure companies meet specific revenue goals.
- D) Goals with financial rewards have strong motivational power.

54. How did Sears' goal-setting affect its employees?

- A) They were obliged to work more hours to increase their sales.
- B) They competed with one another to attract more customers.
- C) They resorted to unethical practice to meet their sales quota.
- D) They improved their customer service on a companywide basis.

55. What do advocates of goal-setting think of Schweitzer's research?

- A) Its findings are not of much practical value.
- B) It exaggerates the side effects of goal-setting.
- C) Its conclusion is not based on solid scientific evidence.
- D) It runs counter to the existing literature on the subject.

56. What is Schweitzer's contention against Edwin Locke?

- A) The link between goal-setting and harmful behavior deserves further study.
- B) Goal-setting has become too deep-rooted in corporate culture.
- C) The positive effects of goal-setting outweigh its negative effects.

D) Studying goal-setting can throw more light on successful business practices.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

For most of the 20th century, Asia asked itself what it could learn from the modern, innovating West. Now the question must be reversed. What can the West's overly indebted and sluggish(□□□□) nations learn from a flourishing Asia?

Just a few decades ago, Asia's two giants were stagnating(□□□□) under faulty economic ideologies. However, once China began embracing free-market reforms in the 1980s, followed by India in the 1990s, both countries achieved rapid growth. Crucially, as they opened up their markets, they balanced market economy with sensible government direction. As the Indian economist Amartya Sen has wisely said, "The invisible hand of the market has often relied heavily on the visible hand of government."

Contrast this middle path with America and Europe, which have each gone ideologically over-board in their own ways. Since the 1980s, America has been increasingly clinging to the ideology of uncontrolled free markets and dismissing the role of government---following Ronald Regan's idea that "government is not the solution to our problem; government is the problem. "Of course, when the markets came crashing down in 2007, it was decisive government intervention that saved the day. Despite this fact, many Americans are still strongly opposed to "big government."

If Americans could only free themselves from their antigovernment doctrine, they would begin to see that the America's problems are not insoluble. A few sensible federal measures could put the country back on the right path. A simple consumption tax of, say, 5% would significantly reduce the country's huge government deficit without damaging productivity. A small gasoline tax would help free America from its dependence on oil imports and create incentives for green energy development. In the same way, a significant reduction of wasteful agricultural subsidies could also lower the deficit. But in order to take advantage of these common-sense solutions, Americans will have to put aside their own attachment to the idea of smaller government and less regulation. American politicians will have to develop the courage to follow what is taught in all American public-policy schools: that there are good taxes and bad taxes. Asian countries have embraced this wisdom, and have built sound long-term fiscal(□□□) policies as a result.

Meanwhile, Europe has fallen prey to a different ideological trap: the belief that European governments would always have infinite resources and could

continue borrowing as if there were no tomorrow. Unlike the Americans, who felt that the markets knew best, the Europeans failed to anticipate how the markets would react to their endless borrowing. Today, the European Union is creating a \$580 billion fund to ward off sovereign collapse. This will buy the EU time, but it will not solve the bloc's larger problem.

57. What has contributed to the rapid economic growth in China and India?

- A) Copying western-style economic behavior.
- B) Heavy reliance on the hand of government.
- C) Timely reform of government at all levels.
- D) Free market plus government intervention.

58. What does Ronald Reagan mean by saying "government is the problem" (line4, Para. 3)?

- A) Many social evils are caused by wrong government policies.
- B) Many social problems arise from government's inefficiency.
- C) Government action is key to solving economic problems.
- D) Government regulation hinders economic development.

59. What stopped the American economy from collapsing in 2007?

- A) Self-regulatory repair mechanisms of the free market.
- B) Cooperation between the government and businesses.
- C) Abandonment of big government by the public.
- D) Effective measures adopted by the government.

60. What is the author's suggestion to the American public in face of the public government deficit?

- A) They urge the government to revise its existing public policies.
- B) They develop green energy to avoid dependence on oil import.
- C) They give up the idea of smaller government and less regulation.
- D) They put up with the inevitable sharp increase of different taxes.

61. What's the problem with the European Union?

- A) Conservative ideology.
- B) Shrinking market.
- C) Lack of resources.
- D) Excessive borrowing.

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## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Thirst grows for living unplugged**

More people are taking breaks from the connected life amid the stillness and quiet of retreats like the Jesuit Center in Wernersville, Pennsylvania.

About a year ago, I flew to Singapore to join the writer Malcolm Gladwell, the fashion designer Marc Ecko and the graphic designer Stefan Sagmeister in addressing a group of advertising people on "Marketing to the Child of Tomorrow." Soon after I arrived, the chief executive of the agency that had invited us took me aside. What he was most interested in, he began, was stillness and quiet.

A few months later, I read an interview with the well-known cutting-edge designer Philippe Starck.

What allowed him to remain so consistently ahead of the curve? "I never read any magazines or watch TV," he said, perhaps with a little exaggeration. "Nor do I go to cocktail parties, dinners or anything like that." He lived outside conventional ideas, he implied, because "I live alone mostly, in the middle of nowhere."

Around the same time, I noticed that those who part with \$2,285 a night to stay in a cliff-top room at the Post Ranch Inn in Big Sur, California, pay partly for the privilege of not having a TV in their rooms; the future of travel, I'm reliably told, lies in "black-hole resorts," which charge high prices precisely because you can't get online in their rooms.

Has it really come to this?

The more ways we have to connect, the more many of us seem desperate to unplug. Internet rescue camps in South Korea and China try to save kids addicted to the screen.

Writer friends of mine pay good money to get the Freedom software that enables them to disable the very Internet connections that seemed so emancipating not long ago. Even Intel experimented in 2007 with conferring four uninterrupted hours of quiet time (no phone or e-mail) every Tuesday morning on 300 engineers and managers. Workers were not allowed to use the phone or send e-mail, but simply had the chance to clear their heads and to hear themselves think.

The average American spends at least eight and a half hours a day in front of a screen, Nicholas Carr notes in his book *The Shallows*. The average American teenager sends or receives 75 text messages a day, though one girl managed to handle an average of 10,000 every 24 hours for a month.

Since luxury is a function of scarcity, the children of tomorrow will long for nothing more than intervals of freedom from all the blinking machines, streaming videos and scrolling headlines that leave them feeling empty and too full all at once.

The urgency of slowing down - to find the time and space to think - is nothing new, of course, and wiser souls have always reminded us that the more attention we pay to the moment, the less time and energy we have to place it in some larger context. "Distraction is the only thing that consoles us for our miseries," the French philosopher Blaise Pascal wrote in the 17th century, "and yet it is itself the greatest of our miseries." He also famously remarked that all of man's problems come from his inability to sit quietly in a room alone.

When telegraphs and trains brought in the idea that convenience was more important than content, Henry David Thoreau reminded us that "the man whose horse trots(    ), a mile in a minute does not carry the most important messages."

Marshall McLuhan, who came closer than most to seeing what was coming, warned, "When things come at you very fast, naturally you lose touch with yourself."

We have more and more ways to communicate, but less and less to say. Partly because we are so busy communicating. And we are rushing to meet so many deadlines that we hardly register that what we need most are lifelines.

So what to do? More and more people I know seem to be turning to yoga, or meditation(    ), or tai chi(    ); these aren't New Age fads(    ) so much as ways to connect with what could be called the wisdom of old age. Two friends of mine observe an "Internet sabbath(    )" every week, turning off their online connections from Friday night to Monday morning. Other friends take walks and "forget" their cellphones at home.

A series of tests in recent years has shown, Mr. Carr points out, that after

spending time in quiet rural settings, subjects "exhibit greater attentiveness, stronger memory and generally improved cognition. Their brains become both calmer and sharper." More than that, empathy( 心 解 , 同 理 ), as well as deep thought, depends (as neuroscientists like Antonio Damasio have found) on neural processes that are "inherently slow."

I turn to eccentric measures to try to keep my mind sober and ensure that I have time to do nothing at all (which is the only time when I can see what I should be doing the rest of the time). I have yet to use a cellphone and I have never Tweeted or entered Facebook. I try not to go online till my day's writing is finished, and I moved from Manhattan to rural Japan in part so I could more easily survive for long stretches entirely on foot.

None of this is a matter of asceticism( 禁 欲 心 ); it is just pure selfishness. Nothing makes me feel better than being in one place, absorbed in a book, a conversation, or music. It is actually something deeper than mere happiness: it is joy, which the monk( 僧 侶 ) David Steindl-Rast describes as "that kind of happiness that doesn't depend on what happens."

It is vital, of course, to stay in touch with the world. But it is only by having some distance from the world that you can see it whole, and understand what you should be doing with it.

For more than 20 years, therefore, I have been going several times a year - often for no longer than three days - to a Benedictine hermitage( 隱 居 所 ), 40 minutes down the road, as it happens, from the Post Ranch Inn. I don't attend services when I am there, and I have never meditated, there or anywhere; I just take walks and read and lose myself in the stillness, recalling that it is only by stepping briefly away from my wife and bosses and friends that I will have anything useful to bring to them. The last time I was in the hermitage, three months ago, I happened to meet with a youngish-looking man with a 3-year-old boy around his shoulders.

"You're Pico, aren't you?" the man said, and introduced himself as Larry; we had met, I gathered, 19 years before, when he had been living in the hermitage as an assistant to one of the monks.

"What are you doing now?" I asked.

We smiled. No words were necessary.

"I try to bring my kids here as often as I can," he went on. The child of tomorrow, I realized, may actually be ahead of us, in terms of sensing not what is new, but what is essential.

1. What is special about the Post Ranch Inn?

- A) Its rooms are well furnished but dimly lit.
- B) It makes guests feel like falling into a black hole.
- C) There is no access to television in its rooms.
- D) It provides all the luxuries its guests can think of.

2. What does the author say the children of tomorrow will need most?

- A) Convenience and comfort in everyday life.
- B) Time away from all electronic gadgets.

- C) More activities to fill in their leisure time. D) Greater chances for individual development.
3. What does the French philosopher Blaise Pascal say about distraction?  
 A) It leads us to lots of mistakes. B) It renders us unable to concentrate.  
 C) It helps release our excess energy. D) It is our greatest misery in life.
4. According to Marshall McLuhan, what will happen if things come at us very fast?  
 A) We will not know what to do with our own lives.  
 B) We will be busy receiving and sending messages.  
 C) We will find it difficult to meet our deadlines.  
 D) We will not notice what is going on around us.
5. What does the author say about yoga, meditation and tai chi?  
 A) They help people understand ancient wisdom.  
 B) They contribute to physical and mental health.  
 C) They are ways to communicate with nature.  
 D) They keep people from various distractions.
6. What is neuroscientist Antonio Damasio's finding?  
 A) Quiet rural settings contribute a lot to long life.  
 B) One's brain becomes sharp when it is activated.  
 C) Eccentric measures are needed to keep one's mind sober.  
 D) When people think deeply, their neural processes are slow.
7. The author moved from Manhattan to rural Japan partly because he could \_\_\_\_\_.  
 A) stay away from the noise of the big city. B) live without modern transportation.  
 C) enjoy the beautiful view of the countryside. D) practice asceticism in a local hermitage
8. In order to see the world whole, the author thinks it necessary to \_\_\_\_\_.  
 9. The author takes walks and reads and loses himself in the stillness of the hermitage so that he can bring his wife and bosses and friends \_\_\_\_\_.  
 10. The youngish-looking man takes his little boy to the hermitage frequently so that when he grows up he will know \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

A key process in interpersonal interaction is that of social comparison, in



that we evaluate ourselves in terms of how we compare to others. In particular, we engage in two types of comparison. First, we decide whether we are superior or inferior to others on certain dimensions, such as attractiveness, intelligence, popularity, etc. Here, the important aspect is to compare with an appropriate reference group. For example, modest joggers should not compare their performance with Olympic standard marathon( ) runners. Second, we judge the extent to which we are the same as or different from others. At certain stages of life, especially adolescence, the pressure to be seen as similar to peers is immense. Thus, wearing the right brand of clothes or shoes may be of the utmost importance. We also need to know whether our thoughts, beliefs and ideas are in line with those of other people. This is part of the process of self-validation whereby we employ self-disclosures to seek support for our self-concept.

People who do not have access to a good listener may not only be denied the opportunity to heighten their self-awareness, but they are also denied valuable feedback as to the validity and acceptability of their inner thoughts and feelings. By discussing these with others, we receive feedback as to whether these are experiences which others have as well, or whether they are less common. Furthermore, by gauging the reactions to our self-disclosures we learn what types are acceptable or unacceptable with particular people and in specific situations. On occasions it is the fear that certain disclosures may be unacceptable to family or friends that motivates an individual to seek professional help. Counsellors will be familiar with client statements such as: "I just couldn't talk about this to my husband.", "I really can't let my mother know my true feelings." Another aspect of social comparison in the counselling context relates to a technique known as normalising. This is the process whereby helpers provide reassurance to clients that what they are experiencing is not abnormal or atypical( ), but is a normal reaction shared by others when facing such circumstances. Patient disclosure, facilitated by the therapist, seems also to facilitate the process of normalising.

47. To evaluate ourselves, the author thinks it important for us to compare ourselves with \_\_\_\_\_.

48. During adolescence, people generally feel an immense pressure to appear \_\_\_\_\_.

49. It is often difficult for people to heighten their self-awareness without \_\_\_\_\_.

50. What can people do if they find what they think or say unacceptable to family or friends?

51. Counsellors often assure their clients that what they experience themselves is only \_\_\_\_\_.

## Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

Amid all the job losses, there's one category of worker that the economic disruption has been good for: nonhumans.

From self-service checkout lines at the supermarket to industrial robots armed with saws and taught to carve up animal bodies in slaughter-houses, these ever-more-intelligent machines are now not just assisting workers but actually kicking them out of their jobs.

Automation isn't just affecting factory workers, either. Some law firms now use artificial intelligence software to scan and read mountains of legal documents, work that previously was performed by highly-paid human lawyers.

"Robots continue to have an impact on blue-collar jobs, and white-collar jobs are under attack by microprocessors," says economics professor Edward Leamer. The recession permanently wiped out 2.5 million jobs. U.S. gross domestic product has climbed back to pre-recession levels, meaning we're producing as much as before, only with 6% fewer workers. To be sure, robotics are not the only job killers out there, with outsourcing(□□) stealing far more jobs than automation.

Jeff Burnstein, president of the Robotics Industry Association, argues that robots actually save U.S. jobs. His logic: companies that embrace automation might use fewer workers, but that's still better than firing everyone and moving the work overseas.

It's not that robots are cheaper than humans, though often they are. It's that they're better. "In some cases the quality requirements are so exacting that even if you wanted to have a human do the job, you couldn't," Burnstein says.

Same goes for surgeons, who're using robotic systems to perform an ever-growing list of operations - not because the machines save money but because, thanks to the greater precision of robots, the patients recover in less time and have fewer complications, says Dr. Myriam Curet.

Surgeons may survive the robot invasion, but others at the hospital might not be so lucky, as iRobot, maker of the Roomba, a robot vacuum cleaner, has been showing off Ava, which could be used as a messenger in a hospital. And once you're home, recovering, Ava could let you talk to your doctor, so there's no need to send someone to your house. That "mobile telepresence" could be useful at the office. If you're away on a trip, you can still attend a meeting. Just connect via videoconferencing software, so your face appears on Ava's screen.

Is any job safe? I was hoping to say "journalist," but researchers are already developing software that can gather facts and write a news story. Which means that a few years from now, a robot could be writing this column. And who will read it? Well, there might be a lot of us hanging around with lots of free time on our hands.

52. What do we learn from the first few paragraphs?

- A) The over-use of robots has done damage to American economy.
- B) It is hard for robots to replace humans in highly professional work.
- C) Artificial intelligence is key to future technological innovations.
- D) The robotic industry has benefited from the economic recession.

53. What caused the greatest loss of jobs in America?

- A) Using microprocessors extensively. B) Moving production to other countries.
- C) The bankruptcy of many companies. D) The invasion of migrant workers.

54. What does Jeff Burnstein say about robots?

- A) They help companies to revive. B) They are cheaper than humans.
- C) They prevent job losses in a way. D) They compete with human workers.

55. Why are robotic systems replacing surgeons in more and more operations according to Dr. Myriam Curet?

- A) They save lots of money for the patients. B) They beat humans in precision.
- C) They take less time to perform a surgery. D) They make operations less painful.

56. What does the author imply about robotics?

- A) It will greatly enrich literary creation. B) It will start a new technological revolution.
- C) It will revolutionize scientific research. D) It will be applied in any field imaginable.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

You've now heard it so many times, you can probably repeat it in your sleep. President Obama will no doubt make the point publicly when he gets to Beijing: the Chinese need to consume more; they need - believe it or not - to

become more like Americans, for the sake of the global economy.

And it's all true. But the other side of that equation is that the U.S. needs to save more. For the moment, American households actually are doing so. After the personal-savings rate dipped to zero in 2005, the shock of the economic crisis last year prompted people to snap shut their wallets.

In China, the household-savings rate exceeds 20%. It is partly for policy reasons. As we've seen, wage earners are expected to care for not only their children but their aging parents. And there is, to date, only the flimsiest( ) of publicly-funded health care and pension systems, which increases incentives for individuals to save while they are working. But China is a society that has long esteemed personal financial prudence( ). There is no chance that will change anytime soon, even if the government creates a better social safety net and successfully encourages greater consumer spending.

Why does the U.S. need to learn a little frugality( )? Because healthy savings rates are one of the surest indicators of a country's long-term financial health. High savings lead, over time, to increased investment, which in turn generates productivity gains, innovation and job growth. In short, savings are the seed corn of a good economic harvest.

The U.S. government thus needs to act as well. By running constant deficits, it is dis-saving, even as households save more. Peter Orszag, Obama's Budget Director, recently called the U.S. budget deficits unsustainable and he's right. To date, the U.S. has seemed unable to see the consequences of spending so much more than is taken in. That needs to change. And though Hu Jintao and the rest of the Chinese leadership aren't inclined to lecture visiting Presidents, he might gently hint that Beijing is getting a little nervous about the value of the dollar - which has fallen 15% since March, in large part because of increasing fears that America's debt load is becoming unmanageable.

That's what happens when you're the world's biggest creditor: you get to drop hints like that, which would be enough by themselves to create international economic chaos if they were ever leaked. (Every time any official in Beijing deliberates publicly about seeking an alternative to the U.S. dollar for the \$2.1 trillion China holds in reserve, currency traders have a heart attack.) If Americans saved more and spent less, consistently over time, they wouldn't have to worry about all that.

57. How did the economic crisis affect Americans?

- A) They had to tighten their belts. B) Their bank savings rate dropped to zero.
- C) Their leadership in the global economy was shaken.
- D) They became concerned about China's financial policy.

58. What should be done to encourage Chinese people to consume?

- A) Changing their traditional way of life. B) Providing fewer incentives for saving.
- C) Improving China's social security system. D) Cutting down the expenses on

child-rearing.

59. What does the author mean by saying "savings are the seed corn of a good economic harvest" (Line 4, Para. 4)?

- A) The more one saves, the more returns one will reap.
- B) A country's economy hinges on its savings policy.
- C) Those who keep saving will live an easy life in the end.
- D) A healthy savings rate promotes economic prosperity.

60. In what circumstances do currency traders become scared?

- A) When Beijing allows its currency exchange rates to float.
- B) When China starts to reduce its current foreign reserves.
- C) When China talks about switching its dollar reserves to other currencies.
- D) When Beijing mentions in public the huge debts America owes China.

61. What is the author's purpose of writing the passage?

- A) To urge the American government to cut deficits.
- B) To encourage Chinese people to spend more.
- C) To tell Americans not to worry about their economy.
- D) To promote understanding between China and America.

□□□

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Rates are low, but consumers won't borrow**

The US Federal Reserve (Fed)'s announcement last week that it intended to keep credit cheap for at least two more years was a clear invitation to Americans: Go out and borrow.

But many economists say it will take more than low interest rates to persuade consumers to take on more debt. There are already signs that the recent stock market fluctuations, turbulence in Europe and the US deficit have scared consumers. On Friday, preliminary data showed that the Thomson Reuters/University of Michigan consumer sentiment index had fallen this

month to lower than it was in November 2008, when the United States was deep in recession.

Under normal circumstances, the Fed's announcement might have attracted new home and car buyers and prompted credit card holders to rack up fresh charges. But with unemployment high and those with jobs worried about keeping them, consumers are more concerned about paying off the loans they already have than adding more debt. And by showing its hand for the next two years, the Fed may have thoughtlessly invited prospective borrowers to put off large purchases.

Lenders, meanwhile, are still dealing with the effects of the boom-gone-bust and are forcing prospective borrowers to go to extraordinary lengths to prove their creditworthiness.

"I don't think lenders are going to be interested in extending a lot of debt in this environment," said Mark Zandi, chief economist of Moody's Analytics, a macroeconomic consulting firm. "Nor do I think households are going to be interested in taking on a lot of debt."

In housing, consumers have already shown a slow response to low rates. Applications for new mortgages have decreased this year to a 10-year low, according to the Mortgage Bankers Association. Sales of furniture and furnishings remain 22% below their pre-recession peak, according to Spending Pulse, a research report by MasterCard Advisors.

Credit card rates have actually gone up slightly in the past year. The one bright spot in lending is the number of auto loans, which is up from last year. But some economists say that confidence among car buyers is hitting new lows.

For Xavier Walter, a former mortgage banker who with his wife, Danielle, accumulated \$20,000 in credit card debt, low rates will not change his spending habits.

As the housing market topped out five years ago, he lost his six-figure income. He and his wife were able to modify the mortgage on their four-bedroom house in Medford, New Jersey, as well as negotiate lower credit card payments.

Two years ago, Mr. Walter, a 34-year-old father of three, started an energy business. He has sworn off credit. "I'm not going to go back in debt ever again," he said. "If I can't pay for it in cash, I don't want it."

Until now, one of the biggest restraints on consumer spending has been a debt aftereffect. Since

August 2008, when household debt peaked at \$12.41 trillion, it has declined by about \$1.2 trillion, according to an analysis by Moody's Analytics of data from the Federal Reserve and Equifax, the credit agency. A large portion of that, though, was simply written off by lenders as borrowers defaulted on loans.

By other measures, households have improved their position. The proportion of after-tax income that households spend to remain current on

loan payments has fallen.

Still, household debt remains high. That presents a paradox: many economists argue that the economy cannot achieve true health until debt levels decline. But credit, made attractive by low rates, is a time-tested way to increase consumer spending.

With new risks of another downturn, economists worry that it will take years for debt to return to manageable levels. If the economy contracts again, said George Magnus, senior adviser at UBS, then "you could find a lot of households in a debt trap which they probably can never get out of."

Mortgage lenders, meanwhile, burned by the housing crash, are extra careful about approving new loans. In June, for instance, Fannie Mae, the largest mortgage buyer in the United States, said that borrowers whose existing debt exceeded 45 to 50% of their income would be required to have stronger "compensating" factors, which might include higher savings.

Even those borrowers in strong financial positions are asked to provide unusual amounts of paperwork. Bobby and Katie Smith have an extremely good credit record, tiny student debt and a combined six-figure income. For part of their down payment, they planned to use about \$5,000 they had received as wedding gifts in February.

But the lender would not accept that money unless the Smiths provided a certified letter from each of 14 guests, stating that the money was a gift, rather than a loan.

"We laughed for a good 15 or 20 minutes," recalled Mr. Smith, 34.

Mr. Smith, a program director for a radio station in Orlando, Florida, said they ended up using other savings for their down payment to buy a \$300,000 four-bedroom house in April.

For those not as creditworthy as the Smiths, low rates are irrelevant because they no longer qualify for mortgages. That leaves the eligible pool of loan applicants wealthier, "older and whiter," said Guy Cecala, publisher of Inside Mortgage Finance. "It's creating much more of a divide," he said, "between the haves and the have-nots."

Car shoppers with the highest credit ratings can also get loans more easily, and at lower rates, said Paul C. Taylor, chief economist of the National Automobile Dealers Association.

During the recession, inability to obtain credit severely cut auto buying as lenders rejected even those with good credit ratings. Now automakers are increasing their subprime(次级) lending again as well, but remain hesitant to approve large numbers of risky customers.

The number of new auto loans was up by 16% in the second quarter compared with the previous year, said Melinda Zabritski, director of automotive credit at Experian, the information services company.

But some economists warn that consumer confidence is falling. According to CNW Marketing Research, confidence among those who intend to buy a car this year is at its lowest since it began collecting data on this measure in

2000.

On credit cards, rates have actually inched higher this year, largely because of new rules that curb the issuer's ability to charge fees or raise certain interest rates at will.

At the end of the second quarter, rates averaged 14.01% on new card offers, up from 13.75% a year earlier, according to Mail Monitor, which tracks credit cards for Synovate, a market research firm. According to data from the Federal Reserve, total outstanding debt on revolving credit cards was down by 4.6% during the first half of the year compared with the same period a year earlier.

Even if the Fed's announcement helps keep rates steady, or pushes them down, businesses do not expect customers to suddenly charge up a storm.

"It's not like, 'Oh, credit is so cheap. Let's go back to the heydays(□□□□)," said Elizabeth Crowell, who owns Sterling Place, two high-end home furnishing and gift stores in New York. "People still fear for their jobs. So I think where maybe after other recessions they might return to previous spending habits, the pendulum hasn't swung back the same way."

1. What is the purpose of the announcement issued by the US Federal Reserve last week?

- A) To help reduce the debt burden on consumers.
- B) To force the banks to lower their interest rates.
- C) To encourage consumers to get more bank loans.
- D) To prevent further fluctuations in the stock market.

2. Why are people reluctant to take on more debt despite the low interest rates?

- A) They are afraid of losing their good credit ratings.
- B) They are pessimistic about employment prospects.
- C) They have little faith in the Fed's financial policies.
- D) They expect the Fed to further lower interest rates.

3. What does the author say about lenders in the current credit market?

- A) They are becoming more cautious.
- B) They are eager to offer more loans.
- C) They advise prospective borrowers to put off large purchases.
- D) They are only concerned about how much they can get back.

4. What does the author want to say by citing Xavier Walter's case?

- A) Not many Americans can afford to pay in cash these days.
- B) The Fed's policies exert a strong influence on borrowers.
- C) People now won't buy things unless they have the money.
- D) It is beneficial for Americans to borrow in times of recession.

5. What is the economists' concern regarding the current economy?

- A) Consumers' unwillingness to spend.
- B) Banks' inability to recover debt.
- C) The ever-lowering interest rates.
- D) The unmanageable debt levels.

6. What do we learn from the Smiths' story?

- A) It is very difficult for people to build up a good credit record.
- B) A certain amount of savings is needed for one to buy a house.



- C) The purchase of a house will plunge young couples into heavy debt.  
D) Mortgage lenders are now careful about borrowers' qualifications.
7. According to Guy Cecala, the banks' policy on mortgage lending will result in \_\_\_\_\_.  
A) a wider gap between the rich and the poor  
B) a bigger down payment for house buyers  
C) a higher debt level for the less wealthy  
D) a greater pressure on senior buyers
8. During the recession, the number of car buyers decreased because it was difficult to \_\_\_\_\_.
9. Credit card interest rates have gradually increased recently because new rules do not allow the issuers to raise certain interest rates or \_\_\_\_\_.
10. According to Elizabeth Crowell, the current recession, unlike previous ones, has not seen a swing back in people's \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

For many families, figuring out how many after-school activities are too many is a struggle. For parents who fear they're "over-scheduling" their children, a new study carries a comforting message. The paper, published last week by the Society for Research in Child Development, is the first to take a data-driven look at the issue-and whether being so busy is really a bad thing. The study suggests the phenomenon is more isolated than media reports suggest: in fact, 40% of children (ages 5-18) are engaged in no activities, typical kids spend just five hours a week in structured activities, and very few children - 3-6% - spend 20 hours a week. On average, most kids spend far more time watching TV and playing games. And for kids who're extremely busy, there's also good news: the more activities they do, the better kids perform on measures of educational achievement and psychological adjustment. "This popular concern [about over-scheduling] has been generated by a couple of parenting books and the media," says Yale professor and lead author Joseph Mahoney. But looking at the data, "it's hard to argue that kids are over-scheduled."

That news will be welcome in households like the Oviedos', in Highland Park, Ill. Nine-year-old Bianca spends six hours a week in rhythmic-gymnastics classes and three hours a week at ballet, plus a half-hour piano lesson. "The

alternative would be playing on the computer or watching TV," says her mother, Anca, who believes Bianca benefits by learning to focus, making new friends and acquiring new skills.

The new paper doesn't sway some experts who've advocated against activity-creep. They say kids are far busier-and overstressed by it all - than the numbers suggest. "This is an example of researchers using big data sets to dispute the lived experience of many, many parents and families," says William Doherty, a University of Minnesota family-studies professor. Some skeptics question whether the self-reported time-diary data are really accurate; others say they don't account for all the time spent getting between activities. Alvin Rosenfeld, co-author of *The Over-Scheduled Child*, says: "If people follow this advice and do more activities, I think it'll be pretty damaging." Despite the doubters, the new data are a small step toward a better understanding of what's best for kids. And no matter what the numbers show, there's no disputing that every child is different--and some will absolutely do better with less. Lisa Dulg of South Lyon, Mich., feels as though her 6-year-old twins are the only kids in town who don't take skiing and ice-skating lessons. "There is nothing wrong with cuddling up( ) on the couch with Mom and Dad," says Lisa. And for families who prefer to bond on the sidelines of soccer fields, the latest research can provide a different kind of comfort.

47. The question in dispute in the passage is whether or not children are \_\_\_\_\_?

48. It can be inferred that a good way to keep children away from TV and video games is to engage them in \_\_\_\_\_.

49. According to the new study, children will \_\_\_\_\_ academically and psychologically if they involve themselves in more after-school activities.

50. There are skeptics who raise doubts about the new study, saying that its data may be \_\_\_\_\_.

51. In spite of the controversy, the new study may help people see more clearly \_\_\_\_\_.

## Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

## Passage One

### Questions 52 to 56 are based on the following passage.

Who's poor in America? That's a question hard to answer. Hard because there's no conclusive definition of poverty. Low income matters, though how low is unclear. Poverty is also a state of mind that fosters self-defeating behavior-bad work habits, family breakdowns, and addictions. Finally, poverty results from bad luck: accidents, job losses, disability.

Despite poverty's messiness, we've measured progress against it by a single statistic: the federal poverty line. By this measure, we haven't made much progress. But the apparent lack of progress is misleading for two reasons.

First, it ignores immigration. Many immigrants are poor and low-skilled. They add to the poor. From 1989 to 2007, about three quarters of the increase in the poverty population occurred among Hispanics( 西班牙裔 ) - mostly immigrants and their children.

Second, the poor's material well-being has improved. The official poverty measure obscures this by counting only pre-tax cash income and ignoring other sources of support, including food stamps and housing subsidies. Although many poor live from hand to mouth, they've participated in rising living standards. In 2005, 91% had microwaves. 79% air-conditioning, and 48% cell phones.

The existing poverty line could be improved by adding some income sources and subtracting some expenses. Unfortunately, the administration's proposal for a "supplemental poverty measure" in 2011 goes beyond that. The new poverty number would compound public confusion. It also raises questions about whether the statistic is tailored to favor a political agenda. The "supplemental measure" ties the poverty threshold to what the poorest third of Americans spend on food, housing, clothing, and utilities. The actual threshold will probably be higher than today's poverty line. Many Americans would find this weird: people get richer, but "poverty" stays stuck.

What produces this outcome is a different view of poverty. The present concept is an absolute one: the poverty threshold reflects the amount estimated to meet basic needs. By contrast, the new measure embraces a relative notion of poverty: people are automatically poor if they're a given distance from the top, even if their incomes are increasing.

The new indicator is a "propaganda device" to promote income redistribution by showing that poverty is stubborn or increasing. The Census Bureau has estimated statistics similar to the administration's proposal. In 2008, the traditional poverty rate was 13.2%; estimates of the new statistic range up to 17%. The new poverty statistic exceeds the old, and the gap grows larger over time.

As senator Daniel Moynihan said, the administration is defining poverty up. It's legitimate to debate how much we should aid the poor or reduce economic inequality. But the debate should not be swayed by misleading statistics that few Americans could possibly understand. Government statistics should strive for political neutrality(□□). This one fails.

52. What is the main idea of the first paragraph?

- A) Poverty is very often defined as a state of mind.
- B) Poverty is a problem hard to tackle in America.
- C) Bad work habits and bad luck lead to poverty.
- D) There is no consensus on the concept of poverty.

53. What does the author say about the poor in America?

- A) Their living standards have actually improved.
- B) Most of them are immigrants and their descendants.
- C) Their chances of rising above the poverty line are slim.
- D) Most of them rely on government subsidies for survival.

54. What does the author think of the administration's proposal for a "supplemental poverty measure"?

- A) It is intended to further help the poor. B) It is made to serve political purposes.
- C) It is a positive response to changed circumstances.
- D) It is an attempt to combat the economic recession.

55. What is characteristic of the new measure of poverty?

- A) It defines poverty by the gap between the rich and the poor.
- B) It raises the threshold for the poor to get welfare benefits.
- C) It is more accurate and scientific in terms of statistics.
- D) It truly reflects the practical needs of the poor.

56. What does the author want to say by quoting Daniel Moynihan?

- A) Economic equality is but an empty dream. B) Political neutrality can never be achieved.
- C) The administration's statistics are biased. D) The debate over poverty will get nowhere.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

Eleven summers ago I was sent to a management program at the Wharton School to be prepared for bigger things. Along with lectures on finance and entrepreneurship and the like, the program included a delightfully out-of-place session with Al Filreis, an English professor at the University of Pennsylvania, on poetry.

For three hours he talked us through "The Red Wheelbarrow" and "Stopping by Woods on a Snowy Evening." The experience - especially when contrasted with the horrible prose of our other assigned reading - sent me fleeing to the campus bookstore, where I resumed a long-interrupted romance with meter and rhyme(□).

Professor Filreis says that he is "a little shocked" at how intensely his Wharton students respond to this unexpected deviation from the businesslike, not just as a relief but as a kind of stimulus. Many write afterward asking him to recommend books of poetry. Especially now, "The grim economy seems to make the participants keener than ever to think 'out of the box' in the way poetry encourages," he told me.

Which brings me to Congress, an institution stuck deeper inside the box than just about any other these days. You have probably heard that up on Capitol Hill(□□□□□), they're very big on prayer breakfasts, where members gather over scrambled eggs and ask God for wisdom. You can judge from the agonizing debt spectacle we've watched this summer how well that's working. Well, maybe it's time to add some poetry readings to the agenda.

I'm not suggesting that poetry will guide our legislators to wisdom any more than prayer has. Just that it might make them a little more human. Poetry is no substitute for courage or competence, but properly applied, it is a challenge to self-certainty, which we currently have in excess. Poetry serves as a spur to creative thinking, a reproach to dogma and habit, a remedy to the current fashion for pledge signing.

The poet Shelley, in defense of poetry nearly two centuries ago, wrote, "A man, to be greatly good, must imagine intensely and comprehensively; he must put himself in the place of another and of many others; the pains and pleasures of his species must become his own." Shelley concludes that essay by calling poets "the unacknowledged legislators of the world, "because they bring imagination to the realm of "reasoners and mechanists."

The relevance of poetry was declared more concisely in five lines from the love poem "Asphodel. That Greeny Flower," by William Carlos Williams: It is difficult to get the news from poems yet men die miserably every day for lack of what is found there.

57. Why did the author participate in the Wharton School management program?

- A) He was a passionate lover of classical poetry.
- B) He was being trained for an important position.
- C) He had just been promoted to top management.
- D) He was interested in finance and entrepreneurship.

58. What did the author think of Professor Filreis's poetry session?

- A) It diverted students' attention from the assigned reading
- B) It made the management program appear romantic.
- C) It was extremely appealing to the students.
- D) It pulled students out of prose reading sessions.

59. What was the impact of the poetry session on the program participants according to Professor Filreis?

- A) It inspired them to view things from broader perspectives.
- B) It led them to think poetry indispensable to management.
- C) It helped them develop a keener interest in literature.
- D) It encouraged them to embark on a political career.

60. What does the author think of Capitol Hill's prayer over breakfast?

- A) It is a ritual that has lost its original meaning.
- B) It doesn't really help solve the economic problems.
- C) It provides inspiration as poetry reading does.
- D) It helps people turn away from the debt spectacle.

61. What do we learn from Shelley's essay?

- A) Poetry can relieve people of pains and sufferings.
- B) It takes poetic imagination to become a legislator.
- C) Legislators should win public acknowledgement.
- D) It is important to be imaginative and sympathetic.

□□□

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **In a Digital Age, Students Still Cling to Paper Textbooks**

They text their friends all day long. At night, they do research for their term papers on laptops and commune with their parents on Skype. But as they walk the paths of Hamilton College, a poster-perfect liberal arts school in this upstate village, students are still hauling around bulky, old-fashioned textbooks-and loving it.

"The screen won't go blank," said Faton Begolli, a junior from Boston. "There can't be a virus. It wouldn't be the same without books. They've defined 'academia' (□□) for a thousand years."

Though the world of print is receding before a tide of digital books, blogs

and other Web sites, a generation of college students growing up with technology appears to be holding fast to traditional textbooks. That loyalty comes at a price. Textbooks are expensive - a year's worth can cost \$700 to \$900 - and students' frustrations with the expense, as well as the emergence of new technology, have produced a perplexing array of options for obtaining them.

Internet retailers like Amazon and Textbooks.com are selling new and used books. They have been joined by several Web services that rent textbooks to students by the semester. Some 1,500 college bookstores are also offering rentals this fall, up from 300 last year. Here at Hamilton, students this year have a new way to avoid the middleman: a nonprofit Web site, created by the college's Entrepreneur Club, that lets them sell used books directly to one another.

The explosion of outlets and formats - including digital books, which are rapidly becoming more sophisticated - has left some students bewildered. After completing the difficult job of course selection, they are forced to weigh cost versus convenience, analyze their own study habits and guess which texts they will want for years to come and which they will not miss.

"It depends on the course," said Victoria Adesoba, a student at New York University who was standing outside that school's bookstore, a powder-blue book bag slung over her shoulder "Last semester, I rented for psychology, and it was cheaper. But for something like organic chemistry, I need to keep the book. E-textbooks are good, but it's tempting to go on Facebook, and it can strain your eyes."

For all the talk that her generation is the most technologically knowledgeable in history, paper-and-ink textbooks do not seem destined to disappear anytime soon.

According to the National Association of College Stores, digital books make up just under 3% of textbook sales, although the association expects that share to grow to 10-15% by 2012 as more titles are made available as e-books.

In two recent studies - one by the association and another by the Student Public Interest Research Groups - three-quarters of the students surveyed said they still preferred a bound book to a digital version.

Many students are reluctant to give up the ability to flip quickly between chapters, write in the margins and highlight passages, although new software applications are beginning to allow students to use e-textbooks that way.

"Students grew up learning from print books," said Nicole Allen, the textbooks campaign director for the research groups, "so as they transition to higher education, it's not surprising that they prefer a format that they are most accustomed to."

Indeed, many Hamilton students grow passionate about the weighty volumes they still carry from dorm room to lecture hall to library, even as they compulsively(□□□□) check their smartphones for text messages and e-mails.

"I believe that the codex is one of mankind's best inventions," said Jonathan Piskor, a junior from North Carolina, using the Latin term for book.

That passion may be one reason that Barnes & Noble College Booksellers is working so hard to market its new software application, NOOKstudy, which allows students to navigate e-textbooks on Macs and PCs. The company, which operates 636 campus bookstores nationwide, introduced the free application last summer in hopes of luring more students to buy its electronic textbooks.

"The real obstacle is getting them to try it," said Tracey Weber, the company's executive vicepresident.

The company is giving away "College Kick-Start Kits" to students who download NOOKstudy in the fall semester, with a dozen classic e-books like *The Canterbury Tales* and *The Scarlet Letter*. CourseSmart is letting students try any e-textbook free for two weeks.

But not every textbook is available in digital or rental format. At Hamilton, for instance, only about one-fifth of the titles are sold as e-textbooks this fall. A stroll through the campus store revealed the price difference. A book on constitutional law, for instance, was \$189.85 new \$142.40 used and \$85.45 for rent. (Typically, an e-textbook is cheaper than a used book, though more expensive than a rental.)

The expense of college textbooks, which is estimated to have risen four times the inflation rate in recent years, has become such a concern that some politicians are taking up the cause. Last month, Senator Charles E. Schumer of New York urged more college stores to rent books, after a survey of 38 campus bookstores in New York City and on Long Island by his office found that 16 did not offer the option.

On Thursday, students at more than 40 colleges nationwide are planning an Affordable Textbooks Day of Action to encourage faculty members to assign texts that are less expensive, or offered free online.

For now, buying books the old-fashioned way - new or used - prevails. Charles Schmidt, the spokesman for the National Association of College Stores, said that if a campus store sold a new book for \$100, it would typically buy the book back for \$50 at semester's end and sell it to the next student for \$75.

The buy-back price plunges, however, if the professor drops the book from the syllabus or if the bookstore has bought enough books to meet demand. When Louis Boguchwal, majoring in economics and math, tried to sell a \$100 linear algebra(□□□□) textbook back to the college bookstore, he was offered \$15.

"It was insulting," he said. "They give you next to nothing."

Thus, the creation of Hamilton's new nonprofit Web site, [getmytextbooks.org](http://getmytextbooks.org). So far, traffic has been light: only about 70 books have been sold this fall. But Jason Mariasis, president of the Entrepreneur Club, said he expected sales to pick up as word spread.



Mr. Begolli, a member of the club, recently sold three German novels for \$17 on the site. "If I had sold them back to the bookstore, I would have gotten \$7 or \$8," he said. "The bookstore is king when it comes to textbook sales. We felt there should be something for students, by students."

Yet some students have to go it alone. Rosemary Rocha, an N.Y.U. student pursuing a degree in hospitality and tourism management, added up her required reading for the semester: \$600. "It's harsh," she said. "I'm currently collecting unemployment, so that's not going to happen."

Instead, she waits to borrow the few copies her professors leave on reserve at the library, or relies on the kindness of classmates. "My friends will let me borrow their books in exchange for coffee or a slice of pizza," she said. "I very seldom buy the textbooks, but I'm always like a chicken without a head."

1. How do students view paper textbooks in this digital age?
  - A) They are indispensable to writing term papers.
  - B) They play an irreplaceable role in their study.
  - C) They are inferior to e-books in many ways.
  - D) They will be replaced by e-books someday.
2. In what way are printed books frustrating to students?
  - A) They are too heavy to carry.
  - B) They cost too much money.
  - C) They take up too much space.
  - D) They often go out of print.
3. What can students do with the creation of the nonprofit Web site at Hamilton?
  - A) They can rent new books for a nominal fee.
  - B) They can buy books, both used and new, at a lower price.
  - C) They can read online by paying a small fee.
  - D) They can sell books to each other without a middleman.
4. What can we learn about textbooks from Victoria Adesoba's case?
  - A) Printed textbooks will not disappear any time soon.
  - B) Their cost is students' chief consideration.
  - C) E-books are the first choice of low-income students.
  - D) Science students prefer printed textbooks.
5. Why do most students still prefer the traditional paper-and-ink textbooks?
  - A) They can form good learning habits with printed textbooks.
  - B) They have been used to their format ever since childhood.
  - C) They can protect their eyesight using printed textbooks.
  - D) They are passionate about their physical presence.
6. What does Tracey Weber think is the best way to expand e-textbook sales?
  - A) Invite students to try e-book applications for free.
  - B) Update e-book software to meet students' needs.
  - C) Open more e-book stores on university campuses.
  - D) Make the price of e-textbooks more attractive.
7. To combat the soaring price of textbooks, Senator Charles E. Schumer suggests that \_\_\_\_\_.

- A) publishers offer more textbooks online
  - B) college stores rent books to students
  - C) college stores rent books to students
  - D) students buy cheaper used books
8. Louis Boguchwal thought the money he was offered for his linear algebra textbook was \_\_\_\_\_.
9. Despite the light traffic on Hamilton's nonprofit Web site, Jason Mariasis was confident that its book business would \_\_\_\_\_.
10. Living on unemployment benefits. Rosemary Rocha cannot but borrow textbooks from \_\_\_\_\_.

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

America continues to get fatter, according to a new report on the nation's weight crisis. Statistics for 2008-2010 show that 16 states are experiencing steep increases in adult obesity, and none has seen a notable downturn in the last four years.

Even Coloradans, long the nation's slimmest citizens, are gaining excess pounds. With an obese population of 19.8%, it is the only state with an adult obesity rate below 20%. But in just the last four years, the ranks of the obese even in Colorado have grown 0.7%.

Getting out of the problem will not be simple, said Jeffrey Levi, executive director of the Trust for America's Health. The report emphasized the need for a range of measures, including boosting physical activity in schools, encouraging adults to get out and exercise, broadening access to affordable healthy foods and using "pricing strategies" to encourage Americans to make better food choices.

"Until the government takes on the food industry, we'll continue to see the appalling numbers in this report," said Kelly Brownell, director of Yale University's Rudd Center for Food Policy and Obesity. "Government could start by changing agricultural subsidies, by not making it financially attractive for companies to market unhealthy foods, by placing serious restrictions on marketing to children, and with financial policies that make healthy foods cost less and unhealthy foods cost more."

About 30 years after the United States started seeing a steep rise in the weight of children and adults, the illnesses most closely linked to obesity have

begun a dramatic upturn. Diabetes( ) rates in 12 states have jumped significantly, now affecting as many as 12.2% of adults in Alabama--the state with the highest obesity rates.

Obesity remains a condition disproportionately affecting those with poor education and low income, and closely tied to minority status. Among African American adults, obesity topped 40/a in 15 states. Among Latinos, it topped 30% in 23 states.

In contrast, among white adults, obesity rates were higher than 30% in only four states, and in no state topped 32.1%. Nearly a third of high school dropouts are obese, compared with 21.5% of those who graduated from college or technical school.

For children, the picture from the report is slightly better, said Dr. Francine Kaufman, an obesity specialist at Children's Hospital Los Angeles. "Children are for the most part holding steady," she said.

Kaufman added that the report's clear message-that obesity takes its greatest toll in low-income and minority communities-underscores that "assistance programs are definitely required" to help those populations.

47. Compared with people in other states. Coloradans have long been considered relatively \_\_\_\_\_.

48. The new report advises encouraging Americans to buy healthy foods by adopting \_\_\_\_\_.

49. To curb the increasing obesity rate, the government should first of all adjust its \_\_\_\_\_.

50. What has happened in the US shows that there is \_\_\_\_\_ between diabetes and obesity.

51. Who are most affected by obesity in the United States according to Francine Kaufman?

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

Is 20th-century capitalism failing 21st-century society? Members of the

global elite debated that unusual question at the annual World Economic Forum.

It is encouraging that more than three years since the global financial crisis, a belated(姗姗来迟) process of soul-searching has begun in search of the right lessons to learn from it.

There is a great difference, however, between being willing to talk about an issue and being ready to act.

It is a difference between those who still believe that all governments can do is get out of the way and those who believe there is a real role for governments in first reviving our economies, and then setting the right rules for future success.

If we learned anything from the 1930s, it was that governments cannot shrug their shoulders and watch as their own people are being laid off.

Nor should we forget the causes of the current growth and debt crisis as we seek to put our economies on a more sustainable footing.

Both the United States and Britain suffered because their economies were overly reliant on the financial sector's artificial profits; living standards for the many worsened while the economic rewards went to the top 1 percent; a capitalist model encouraged short-term decision-making oriented toward quarterly profits rather than long-term health; and interest groups like giant banks were deemed too big to fail or too powerful to challenge. We need to recognize that the trickle-down promise (benefits given to the rich will eventually be passed on to the poor) of conservative theorists has turned into a gravity-defying reality in which wealth has flowed upward disproportionately and, too often, undeservedly. To address the problem requires fresh thinking from governments about how people train for their working lives and what a living wage should be.

Governments can set better - not necessarily more - rules to encourage productive businesses that make and sell real products and services. We need rules that discourage the predatory(掠夺性) behavior of those seeking the fast buck through hostile takeovers and asset-stripping that do not have the interests of the shareholders, the employees or the economy at heart. And governments must remember they are elected to serve the people, not the powerful lobbies who can pay for access or influence. Too often the real enemies of market capitalism are some of the leading beneficiaries of the current model, which favors big monopolies and consumer exploitation. I believe that changing the rules of capitalism will require a change in what citizens expect and ask of politics. The question is not so much whether 20th-century capitalism is failing 21st-century society but whether politics can rise to the challenge of changing a flawed economic model.

52. What important lesson could be drawn from the 1930s?

- A) The government should play a role in reviving the economy.
- B) The government should provide subsidies for the unemployed.
- C) The government should not ignore the role of economists in the nation's

economy.

D) The government should not brush aside ideas from the World Economic Forum.

53. What is one of the factors contributing to the recent financial crisis in the United States and Britain?

A) Their business giants' neglect of attending to long-term planning.

B) Their governments' unnecessary intervention in economic affairs.

C) Their governments failing to provide assistance for the poor and needy.

D) Their economies relying heavily on the operations of the financial sector.

54. What does the author say about the so-called trickle-down promise?

A) It defies conventional wisdom. B) It has failed to materialize.

C) It will benefit both the rich and the poor once realized.

D) It will prove fatal to capitalist economy once broken.

55. What rules does the author say governments should set to guarantee sustainable economic development?

A) Rules that help businesses to expand fast but in a healthy way.

B) Rules that discourage businesses from making quick money.

C) Rules that encourage businesses to make and sell real products and services.

D) Rules that ensure the increase of shareholders' dividends and employees' pay.

56. What should the government do about the current economy according to the author?

A) Eliminate the real enemies of market capitalism.

B) Undertake to repair the flaws in the economic model.

C) Prevent the lobbies from exerting too much influence.

D) Diminish the role politics plays in national economy.

## Passage Two

**Questions 57 to 61 are based on the following passage.**

Women are half the population but only 15% of board members at big American firms, and 10% in Europe. Companies that fish in only half the talent pool will lose out to those that cast their net more widely. There is also evidence that mixed boards make better decisions.

Mindful of this, European countries are passing laws that would force companies to promote more women to the executive suite. A new French law requires listed firms to reserve 40% of board seats for women by 2017. Norway and Spain have similar laws; Germany is considering one. The European Parliament declared this month that such quotas should be applied throughout the European Union.

There are two main arguments for compulsory quotas. One is that the men who dominate corporate boards are hopelessly sexist: they promote people like themselves and ignore any female talent.

The second argument is more subtle. Talented executives need mentors(□ □) to help them climb the ladder. Male directors mentor young men but are reluctant to get friendly with young women, lest the relationship be misinterpreted. Quotas will break this vicious cycle by putting lots of women at the top, who can then offer their sisters a leg up.

There may be something in both arguments, but in most rich countries sexism is no longer the main obstacle to women's careers. Children are. Most women take career breaks to look after them. Many cares for elderly relatives, too. One study found that two-thirds of American women had at some point switched from full-time work to part-time or flexible time to balance work and family. Such choices make it harder for women to gain the experience necessary to make it to the very top.

What is more, big companies are increasingly global. Many want a boss who has worked in more than one country. Such foreign postings disrupt families; many women turn them down. And many, anticipating a career break at some point in the future, enter fields where their skills will not quickly become outdated, such as law or human resources. Some lawyers make good chief executives. But firms often want people with financial or operational experience for the top jobs, and these fields are still male-dominated.

Quotas are too blunt a tool for such a tangled problem. The women companies are compelled to put on boards are unlikely to be as useful as those they place there voluntarily. Quotas force firms either to pad their boards with token non-executive directors, or to allocate real power on the basis of sex rather than merit. Enforcing quotas for women has led to large numbers of inexperienced women being appointed to boards, and seriously damaged those firms' performance.

57. What will happen to a company if men dominate its executive board?

- A) Its talent pool will dry out sooner.
- B) Its competitiveness will be weakened.
- C) Its women employees will complain.
- D) It is bound to make unwise decisions.

58. What seems to prevent women from becoming board members apart from sexism?

- A) Many of them lack the courage to face the challenge in the board room.
- B) Male directors are afraid of women's potential threat to their authority.
- C) Few of them have the training and qualifications needed for executive duties.
- D) Male directors refrain from giving them guidance to avoid misunderstanding.

59. What does the author say is the real barrier to women's careers?

- A) An apparent lack of necessary legislation.
- B) Fierce competition from male colleagues.

C) The burden of taking care of their family. D) The widespread sexism in the workplace.

60. Why do many women choose to enter such fields as law or human resources?

A) They allow women career breaks if need be.

B) They can bring a woman's talent into full play.

C) They offer high salaries and attractive benefits.

D) They pave the way for women to become CEOs.

61. What does the author think of the practice of enforcing quotas for women executives?

A) It is a simple solution to a tangled problem. B) It is an effective tool to combat sexism.

C) It helps fill the executive board with talents. D) It adversely affects a firm's performance.

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## Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### A Nation That's Losing Its Toolbox

The scene inside the Home Depot on Weyman Avenue here would give the old-time American craftsman pause.

In Aisle 34 is precut plastic flooring, the glue already in place. In Aisle 26 are prefabricated windows. Stacked near the checkout counters, and as colorful as a Fisher-Price toy, is a not-so-serious-looking power tool: a battery-operated saw-and-drill combination. And if you don't want to do it yourself, head to Aisle 23 or Aisle 35, where a help desk will arrange for an installer.

It's all very handy stuff, I guess, a convenient way to be a do-it-yourselfer without being all that good with tools. But at a time when the American factory seems to be a shrinking presence, and when good manufacturing jobs have vanished, perhaps never to return, there is something deeply troubling about this dilution of American craftsmanship.

This isn't a lament(□□) - or not merely a lament - for bygone times. It's a social and cultural issue, as well as an economic one. The Home Depot approach to craftsmanship - simplify it, dumb it down, hire a contractor - is one signal that mastering tools and working with one's hands is receding in America as a hobby, as a valued skill, as a cultural influence that shaped thinking and behavior in vast sections of the country.

That should be a matter of concern in a presidential election year. Yet neither Barack Obama nor Mitt Romney promotes himself as tool-savvy(□□□□□



□□□) presidential timber, in the mold of a Jimmy Carter, a skilled carpenter and cabinet maker.

The Obama administration does worry publicly about manufacturing, a first cousin of craftsmanship. When the Ford Motor Company, for example, recently announced that it was bringing some production home, the White House cheered. "When you see things like Ford moving new production from Mexico to Detroit, instead of the other way around, you know things are changing," says Gene Sperling, director of the National Economic Council.

Ask the administration or the Republicans or most academics why America needs more manufacturing, and they respond that manufacturing gives birth to innovation, brings down the trade deficit, strengthens the dollar, generates jobs, arms the military and brings about a recovery from recession. But rarely, if ever, do they publicly take the argument a step further, asserting that a growing manufacturing sector encourages craftsmanship and that craftsmanship is, if not a birthright, then a vital ingredient of the American self-image as a can-do, inventive, we-can-make-anything people.

Traditional vocational training in public high schools is gradually declining, stranding thousands of young people who seek training for a craft without going to college. Colleges, for their part, have since 1985 graduated fewer chemical, mechanical, industrial and metallurgical(□□□) engineers, partly in response to the reduced role of manufacturing, a big employer of them.

The decline started in the 1950s, when manufacturing generated a sturdy 28% of the national income, or gross domestic product, and employed one-third of the workforce. Today, factory output generates just 12% of G.D.P. and employs barely 9% of the nation's workers.

Mass layoffs and plant closings have drawn plenty of headlines and public debate over the years, and they still occasionally do. But the damage to skill and craftsmanship- that's needed to build a complex airliner or a tractor, or for a worker to move up from assembler to machinist to supervisor - went largely unnoticed.

"In an earlier generation, we lost our connection to the land, and now we are losing our connection to the machinery we depend on," says Michael Hout, a sociologist at the University of California, Berkeley. "People who work with their hands," he went on, "are doing things today that we call service jobs, in restaurants and laundries, or in medical technology and the like."

That's one explanation for the decline in traditional craftsmanship. Lack of interest is another. The big money is in fields like finance. Starting in the 1980s, skill in finance grew in importance, and, as depicted in the news media and the movies, became a more appealing source of income.

By last year, Wall Street traders, bankers and those who deal in real estate generated 21% of the national income, double their share in the 1950s. And Warren Buffett, the good-natured financier, became a homespun folk hero, without the tools and overalls(□□□).

"Young people grow up without developing the skills to fix things around

the house," says Richard Curtin, director of the Thomson Reuters/University of Michigan Surveys of Consumers. "They know about computers, of course, but they don't know how to build them."

Manufacturing's shrinking presence undoubtedly helps explain the decline in craftsmanship, if only because many of the nation's assembly line workers were skilled in craft work, if not on the job then in their spare time. In a late 1990s study of blue-collar employees at a General Motors plant (now closed) in Linden, N. J., the sociologist Ruth Milkman of City University of New York found that many line workers, in their off-hours, did home renovation and other skilled work.

"I have often thought," Ms. Milkman says, "that these extracurricular jobs were an effort on the part of the workers to regain their dignity after suffering the degradation of repetitive assembly line work in the factory."

Craft work has higher status in nations like Germany, which invests in apprenticeship( ) programs for high school students. "Corporations in Germany realized that there was an interest to be served economically and patriotically in building up a skilled labor force at home; we never had that ethos( )," says Richard Sennett, a New York University sociologist who has written about the connection of craft and culture.

The damage to American craftsmanship seems to parallel the steep slide in manufacturing employment. Though the decline started in the 1970s, it became much steeper beginning in 2000. Since then, some 5.3 million jobs, or one-third of the workforce in manufacturing, have been lost. A stated goal of the Obama administration is to restore a big chunk of this employment, along with the multitude of skills that many of the jobs required.

As for craftsmanship itself, the issue is how to preserve it as a valued skill in the general population. Ms. Milkman, the sociologist, argues that American craftsmanship isn't disappearing as quickly as some would argue - that it has instead shifted to immigrants. "Pride in craft, it is alive in the immigrant world," she says.

1. How did the author feel looking at the scene inside the Home Depot?
  - A) He felt proud that he was a do-it-yourselfer himself.
  - B) He was inspired by the way the wares were displayed.
  - C) He felt troubled about the weakening of American craftsmanship.
  - D) He was happy to see the return of the do-it-yourself spirit in America.
2. What does the author think of mastering tools and working with one's hands?
  - A) It shapes people's thinking and behavior.
  - B) It is no longer important in modern times.
  - C) It helps politicians connect with workmen.
  - D) It is essential to advanced manufacturing.
3. How did the White House respond to Ford's announcement to bring some production back to America?
  - A) It worried publicly.
  - B) It felt much relieved.

- C) It made no comment. D) It welcomed the decision.
4. How does the author view manufacturing?
- A) It encourages craftsmanship. B) It is vital to national defense.  
C) It can change the self-image of workers. D) It represents the nation's glorious past.
5. What do we learn about America's manufacturing in the 1950s?
- A) It generated just 12% of the gross national income.  
B) It constituted 28% of the gross domestic product.  
C) It was the biggest employer of American workers.  
D) It was the most active sector of American economy.
6. What does the author say is a factor contributing to the decline in traditional craftsmanship?
- A) Automation makes it unnecessary to employ too many skilled workers.  
B) People can earn more money in fields other than manufacturing.  
C) Many people now tend to look down upon working with hands.  
D) Young people no longer look upon skill as an important asset.
7. In Ruth Milkman's opinion, many assembly line workers did home renovation and other skilled work in their off-hours in order to \_\_\_\_\_.  
A) save money B) relieve boredom C) regain their dignity D) improve their living conditions
8. Compared with that in America, the status of craft work in Germany is \_\_\_\_\_.
9. According to Ruth Milkman, American craftsmanship, instead of disappearing, is being taken up by \_\_\_\_\_.
10. According to Mr. Axelrod of Home Depot, people are trying to ride out the recession by \_\_\_\_\_.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

The central notion of social learning theories is that people learn attitudes, beliefs, and behaviors through social interaction. The learning is a result of reinforcement, imitation, and modeling.

Reinforcement occurs when we receive direct or indirect rewards or punishments for particular gender role behaviors. For example, a little girl who puts on her mother's makeup may be told that she is cute, but her brother

who does the same thing will be scolded. Children also learn gender roles through indirect reinforcement. For example, if a little boy's male friends are punished for crying, he will learn that "boys don't cry."

Children also learn to behave as boys or girls through observation and imitation. Even when children are not directly rewarded or punished for "behaving like boys" or "behaving like girls," they learn about gender by watching who does what in their families. A father who is rarely at home because he's always working sends the message that men are supposed to earn money. A mother who is always complaining about being overweight or old sends the message that women are supposed to be thin and young.

Because parents are emotionally important to their children, they are typically a child's most powerful role models. Other role models include caregivers, teachers, friends, and celebrities. According to a multiethnic study of Los Angeles adolescents, teenagers who said that their role model was someone they knew, e. g. a parent, relative, friend, or doctor outside the family, had higher self-esteem, higher grades, and lower substance use than peers whose role models were sports figures, singers, or other media characters. The researchers concluded that role model selection can have a positive or negative outcome on a teenager's psychosocial development.

Social learning theories contribute to our understanding of why we behave as we do, but much of the emphasis is on early socialization rather than on what occurs throughout life. Thus, these theories don't explain why gender roles can change in adulthood or later life. Social learning theories also don't explain why reinforcement and modeling work for some children but not others, especially those in the same family and even identical twins.

47. According to social learning theories, social interaction is a means by which people acquire \_\_\_\_\_.

48. We learn from Paragraph 2 that reinforcement, whether direct or indirect, can help increase children's awareness of \_\_\_\_\_.

49. At home, children usually learn about gender differences by \_\_\_\_\_ their parents' behavior.

50. Regarding gender role building, social learning theories attach greater importance to socialization in one's childhood than in their \_\_\_\_\_.

51. There are a few aspects about gender role formation which social learning theories fail to \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and

mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

## Passage One

**Questions 52 to 56 are based on the following passage.**

The report from the Bureau of Labor Statistics was just as gloomy as anticipated. Unemployment in January jumped to a 16-year high of 7.6 percent, as 598000 jobs were slashed from US payrolls in the worst single-month decline since December, 1974. With 1.8 million jobs lost in the last three months, there is urgent desire to boost the economy as quickly as possible. But Washington would do well to take a deep breath before reacting to the grim numbers.

Collectively, we rely on the unemployment figures and other statistics to frame our sense of reality. They are a vital part of an array of data that we use to assess if we're doing well or doing badly, and that in turn shapes government policies and corporate budgets and personal spending decisions. The problem is that the statistics aren't an objective measure of reality; they are simply a best approximation. Directionally, they capture the trends, but the idea that we know precisely how many are unemployed is a myth. That makes finding a solution all the more difficult.

First, there is the way the data is assembled. The official unemployment rate is the product of a telephone survey of about 60000 homes. There is another survey, sometimes referred to as the "payroll survey," that assesses 400000 businesses based on their reported payrolls. Both surveys have problems. The payroll survey can easily double-count someone: if you are one person with two jobs, you show up as two workers. The payroll survey also doesn't capture the number of self-employed, and so says little about how many people are generating an independent income.

The household survey has a larger problem. When asked straightforwardly, people tend to lie or shade the truth when the subject is sex, money or employment. If you get a call and are asked if you're employed, and you say yes, you're employed. If you say no, however, it may surprise you to learn that you are only unemployed if you've been actively looking for work in the past four weeks; otherwise, you are "marginally attached to the labor force" and not actually unemployed.

The urge to quantify is embedded in our society. But the idea that statisticians can then capture an objective reality isn't just impossible. It also leads to serious misjudgments. Democrats and Republicans can and will take sides on a number of issues, but a more crucial concern is that both are basing major policy decisions on guesstimates rather than looking at the vast wealth of raw data with a critical eye and an open mind.

52. What do we learn from the first paragraph?
- A) The US economic situation is going from bad to worse.
  - B) Washington is taking drastic measures to provide more jobs.
  - C) The US government is slashing more jobs from its payrolls.
  - D) The recent economic crisis has taken the US by surprise.
53. What does the author think of the unemployment figures and other statistics?
- A) They form a solid basis for policy making.
  - B) They represent the current situation.
  - C) They signal future economic trends.
  - D) They do not fully reflect the reality.
54. One problem with the payroll survey is that \_\_\_\_\_.
- A) it does not include all the businesses
  - B) it fails to count in the self-employed
  - C) it magnifies the number of the jobless
  - D) it does not treat all companies equally
55. The household survey can be faulty in that \_\_\_\_\_.
- A) people tend to lie when talking on the phone
  - B) not everybody is willing or ready to respond
  - C) some people won't provide truthful information
  - D) the definition of unemployment is too broad
56. At the end of the passage, the author suggests that \_\_\_\_\_.
- A) statisticians improve their data assembling methods
  - B) decision makers view the statistics with a critical eye
  - C) politicians listen more before making policy decisions
  - D) Democrats and Republicans cooperate on crucial issues

## Passage Two

**Questions 57 to 62 are based on the following passage.**

At some point in 2008, someone, probably in either Asia or Africa, made the decision to move from the countryside to the city. This nameless person pushed the human race over a historic threshold, for it was in that year that mankind became, for the first time in its history, a predominantly urban species.

It is a trend that shows no sign of slowing. Demographers(人口统计学家) reckon that three-quarters of humanity could be city-dwelling by 2050, with most of the increase coming in the fast-growing towns of Asia and Africa. Migrants to cities are attracted by plentiful jobs, access to hospitals and education, and the ability to escape the boredom of a farmer's agricultural life. Those factors are more than enough to make up for the squalor(肮脏), disease and spectacular poverty that those same migrants must often at first endure when

they become urban dwellers.

It is the city that inspires the latest book from Peter Smith. His main thesis is that the buzz of urban life, and the opportunities it offers for co-operation and collaboration, is what attracts people to the city, which in turn makes cities into the engines of art, commerce, science and progress. This is hardly revolutionary, but it is presented in a charming format. Mr. Smith has written a breezy guidebook, with a series of short chapters dedicated to specific aspects of urbanity - parks, say, or the various schemes that have been put forward over the years for building the perfect city. The result is a sort of high-quality, unusually rigorous coffee-table book, designed to be dipped into rather than read from beginning to end.

In the chapter on skyscrapers, for example, Mr. Smith touches on construction methods, the revolutionary invention of the automatic lift, the practicalities of living in the sky and the likelihood that, as cities become more crowded, apartment living will become the norm. But there is also time for brief diversions onto bizarre ground, such as a discussion of the skyscraper index (which holds that a boom in skyscraper construction is a foolproof sign of an imminent recession).

One obvious criticism is that the price of breadth is depth; many of Mr. Smith's essays raise as many questions as they answer. Although that can indeed be frustrating, this is probably the only way to treat so grand a topic. The city is the building block of civilisation and of almost everything people do; a guidebook to the city is really, therefore, a guidebook to how a large and ever-growing chunk of humanity chooses to live. Mr. Smith's book serves as an excellent introduction to a vast subject, and will suggest plenty of further lines of inquiry.

57. In what way is the year 2008 historic?

- A) For the first time in history, urban people outnumbered rural people.
- B) An influential figure decided to move from the countryside to the city.
- C) It is in this year that urbanisation made a start in Asia and Africa.
- D) The population increase in cities reached a new peak in Asia and Africa.

58. What does the author say about urbanisation?

- A) Its impact is not easy to predict.
- B) Its process will not slow down.
- C) It is a milestone in human progress.
- D) It aggravates the squalor of cities.

59. How does the author comment on Peter Smith's new book?

- A) It is but an ordinary coffee-table book.
- B) It is flavoured with humorous stories.
- C) It serves as a guide to arts and commerce.
- D) It is written in a lively and interesting style.

60. What does the author say in the chapter on skyscrapers?

- A) The automatic lift is indispensable in skyscrapers.
- B) People enjoy living in skyscrapers with a view.
- C) Skyscrapers are a sure sign of a city's prosperity.
- D) Recession closely follows a skyscraper boom.

61. What may be one criticism of Mr. Smith's book?
- A) It does not really touch on anything serious.
  - B) It is too long for people to read from cover to cover.
  - C) It does not deal with any aspect of city life in depth.
  - D) It fails to provide sound advice to city dwellers.



## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### **Welcome, Freshmen. Have an iPod.**

Taking a step that many professors may view as a bit counterproductive, some colleges and universities are doling out Apple iPhones and Internet-capable iPods to their students.

The always-on Internet devices raise some novel possibilities, like tracking where students gather together. With far less controversy, colleges could send messages about canceled classes, delayed buses, campus crises or just the cafeteria menu.

While schools emphasize its usefulness-online research in class and instant polling of students, for example - a big part of the attraction is, undoubtedly, that the iPhone is cool and a hit with students. Being equipped with one of the most recent cutting-edge IT products could just help a college or university foster a cutting-edge reputation.

Apple stands to win as well, hooking more young consumers with decades of technology purchases ahead of them. The lone losers, some fear, could be professors.

Students already have laptops and cell phones, of course, but the newest devices can take class distractions to a new level. They practically beg a user to ignore the long-suffering professor struggling to pass on accumulated wisdom from the front of the room - a prospect that teachers find most irritating and students view as, well, inevitable.



"When it gets a little boring, I might pull it out," acknowledged Naomi Pugh, a first-year student at Freed-Hardeman University in Henderson, Tenn., referring to her new iPod Touch, which can connect to the Internet over a campus wireless network. She speculated that professors might try even harder to make classes interesting if they were to compete with the devices.

Experts see a movement toward the use of mobile technology in education, though they say it is in its infancy as professors try to come up with useful applications. Providing powerful hand-held devices is sure to fuel debates over the role of technology in higher education.

"We think this is the way the future is going to work," said Kyle Dickson, co-director of research and the mobile learning initiative at Abilene Christian University in Texas, which has bought more than 600 iPhones and 300 iPods for students entering this fall.

Although plenty of students take their laptops to class, they don't take them everywhere and would prefer something lighter. Abilene Christian settled on the devices after surveying students and finding that they did not like hauling around their laptops, but that most of them always carried a cell phone, Dr. Dickson said.

It is not clear how many colleges and universities plan to give out iPhones and iPods this fall; officials at Apple were unwilling to talk about the subject and said that they would not leak any institution's plans.

"We can't announce other people's news," said Greg Joswiak, vice president of iPod and iPhone marketing at Apple. He also said that he could not discuss discounts to universities for bulk purchases.

At least four institutions - the University of Maryland, Oklahoma Christian University, Abilene Christian and Freed-Hardeman- have announced that they will give the devices to some or all of their students this fall.

Other universities are exploring their options. Stanford University has hired a student-run company to design applications like a campus map and directory for the iPhone. It is considering whether to issue iPhones but not sure it's necessary, noting that more than 700 iPhones were registered on the university's network last year.

At the Massachusetts Institute of Technology, iPhones might already have been everywhere, if AT&T, the wireless carrier offering the iPhone in the United States, had a more reliable network, said Andrew Yu, mobile devices platform project manager at M.I.T.

"We would have probably gone ahead with this, maybe just getting a thousand iPhones and giving them out," Mr. Yu said.

The University of Maryland at College Park is proceeding cautiously, giving the iPhone or iPod Touch to 150 students, said Jeffrey Huskamp, vice president and chief information officer at the university. "We don't think that we have all the answers," Mr. Huskamp said. By observing how students use the gadgets, he said. "We're trying to get answers from the students."

At each college, the students who choose to get an iPhone must pay for

mobile phone service. Those service contracts include unlimited data use. Both the iPhones and the iPod Touch devices can connect to the Internet through campus wireless networks. With the iPhone, those networks may provide faster connections and longer battery life than AT&T's data network. Many cell phones allow users to surf the Web, but only some newer ones are capable of wireless connection to the local area computer network.

University officials say that they have no plans to track their students (and Apple said it would not be possible unless students give their permission). They say that they are drawn to the prospect of learning applications outside the classroom, though such lesson plans have yet to surface.

"My colleagues and I are studying something called augmented reality (a field of computer research dealing with the combination of real-world and virtual reality)," said Christopher Dede, professor in learning technologies at Harvard University, "Alien Contact," for example, is an exercise developed for middle-school students who use hand-held devices that can determine their location. As they walk around a playground or other area, text, video or audio pops up at various points to help them try to figure out why aliens were in the schoolyard.

"You can imagine similar kinds of interactive activities along historical lines," like following the Freedom Trail in Boston, Professor Dede said. "It's important that we do research so that we know how well something like this works."

The rush to distribute the devices worries some professors, who say that students are less likely to participate in class if they are multi-tasking. "I'm not someone who's anti-technology, but I'm always worried that technology becomes an end in and of itself, and it replaces teaching or it replaces analysis," said Ellen Millender, associate professor of classics at Reed College in Portland, Ore. (She added that she hoped to buy an iPhone for herself once prices fall.)

Robert Summers, who has taught at Cornell Law School for about 40 years, announced this week in a detailed, footnoted memorandum - that he would ban laptop computers from his class on contract law.

"I would ban that too if I knew the students were using it in class." Professor Summers said of the iPhone, after the device and its capabilities were explained to him. "What we want to encourage in these students is an active intellectual experience, in which they develop the wide range of complex reasoning abilities required of good lawyers."

The experience at Duke University may ease some concerns. A few years ago, Duke began giving iPods to students with the idea that they might use them to record lectures (these older models could not access the Internet).

"We had assumed that the biggest focus of these devices would be consuming the content," said Tracy Futhey, vice president for information technology and chief information officer at Duke.

But that is not all that the students did. They began using the iPods to

create their own "content." making audio recordings of themselves and presenting them. The students turned what could have been a passive interaction into an active one. Ms. Futhey said.

1. Many professors think that giving out Apple iPhones or Internet-capable iPods to students \_\_\_\_\_.

A) updates teaching facilities in universities B) has started a revolution in higher education

C) can facilitate teacher-student interaction D) may not benefit education as intended

2. In the author's view, being equipped with IT products may help colleges and universities \_\_\_\_\_.

A) build an innovative image B) raise their teaching efficiency

C) track students' activities D) excite student interest in hi-tech

3. The distribution of iPhones among students has raised concerns that they will \_\_\_\_\_.

A) induce students to buy more similar products

B) increase tension between professors and students

C) further distract students from class participation

D) prevent students from accumulating knowledge

4. Naomi Pugh at Freed-Hardeman University speculated that professors would \_\_\_\_\_.

A) find new applications for iPod Touch devices

B) have to work harder to enliven their classes

C) have difficulty learning to handle the devices

D) find iPhones and iPods in class very helpful

5. Experts like Dr. Kyle Dickson at Abilene Christian University think that \_\_\_\_\_.

A) mobile technology will be more widely used in education

B) the role of technology in education cannot be overestimated

C) mobile technology can upgrade professors' teaching tool-kit

D) iPhones and iPods will replace laptops sooner or later

6. What do we learn about the University of Maryland at College Park concerning the use of iPhones and iPods?

A) It has sought professors' opinions. B) It has benefited from their use.

C) It is trying to follow the trend. D) It is proceeding with caution.

7. University officials claim that they dole out iPhones and iPods so as to \_\_\_\_\_.

A) encourage professors to design newer lesson plans

B) help improve professor-student relationships

C) facilitate students' learning outside of class

D) stimulate students' interest in updating technology

8. Ellen Millender at Reed College in Portland is concerned that technology will take the place of \_\_\_\_\_.

9. Professor Robert Summers at Cornell Law School banned laptop computers

from his class because he thinks qualified lawyers need to possess a broad array of \_\_\_\_\_.

10. The experience at Duke University may ease some concerns because the students have used iPods for active \_\_\_\_\_.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

Directions: In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete statements in the fewest possible words. Please write your answers on Answer Sheet 2.

Questions 47 to 51 are based on the following passage.

Oil is the substance that lubricates the world's economy. Because so many of our modern technologies and services depend on oil, nations, corporations, and institutions that control the trade in oil exercise extraordinary power. The "energy crisis" of 1973-1974 in the United States demonstrated how the price of oil can affect US government policies and the energy-using habits of the nation.

By 1973, domestic US sources of oil were peaking, and the nation was importing more of its oil, depending on a constant flow from abroad to keep cars on the road and machines running. In addition, at that time a greater percentage of homes and electrical plants were run on petroleum than today. Then, in 1973, the predominantly Arab nations of the Organization of Petroleum Exporting Countries (OPEC) resolved to stop selling oil to the United States. The move was prompted by OPEC's desire to raise prices by restricting supply and by its opposition to US support of Israel in the Arab-Israeli Yom Kippur War. The embargo( ) created panic in the West and caused oil prices to shoot up. Short-term oil shortage drove American consumers to wait in long lines at gas pumps.

In response to the embargo, the US government enforced a series of policies designed to reduce reliance on foreign oil. These included developing additional domestic sources (such as those on Alaska's North Slope), resuming extraction at sites that had been shut down because of cost inefficiency, capping the price that domestic producers could charge for oil, and beginning to import oil from a greater diversity of nations. The government also established a stockpile( ) of oil as a short-term buffer( ) against future shortages. Stored underground in large salt caves in Louisiana, this stockpile is called the Strategic Petroleum Reserve, and currently contains over 600 million barrels of oil, roughly equivalent to one month's supply.

47. We learn from the passage that in today's world, whoever monopolizes the

oil market will be able to \_\_\_\_\_.

48. Oil prices may exert influence not only on American government policies but on how energy \_\_\_\_\_.

49. Besides the sharp increase in oil prices, OPEC's 1973 oil embargo caused \_\_\_\_\_.

50. Over the years before the OPEC's embargo America had depended heavily on \_\_\_\_\_.

51. As a measure to counter future shortages, the American government decided to \_\_\_\_\_ in caves underground.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

### Passage One

**Questions 52 to 56 are based on the following passage.**

"Depression" is more than a serious economic downturn. What distinguishes a depression from a harsh recession is paralyzing fear - fear of the unknown so great that it causes consumers, businesses, and investors to retreat and panic. They save up cash and desperately cut spending. They sell stocks and other assets. A shattering loss of confidence inspires behavior that overwhelms the normal self-correcting mechanisms that usually prevent a recession from becoming deep and prolonged: a depression.

Comparing 1929 with 2007-09, Christina Romer, the head of President Obama's Council of Economic Advisers, finds the initial blow to confidence far greater now than then. True, stock prices fell a third from September to December 1929, but fewer Americans then owned stocks. Moreover, home prices barely dropped. From December 1928 to December 1929, total household wealth declined only 3%. By contrast, the loss in household wealth between December 2007 and December 2008 was 17%. Both stocks and homes, more widely held, dropped more. Thus traumatized(     ) the economy might have gone into a free fall ending in depression. Indeed, it did go into free fall. Shoppers refrained from buying cars, appliances, and other big-ticket items. Spending on such "durables" dropped at a 12% annual rate in 2008's third quarter, a 20% rate in the fourth. And businesses shelved

investment projects.

That these huge declines didn't lead to depression mainly reflects, as Romer argues, countermeasures taken by the government. Private markets for goods, services, labor, and securities do mostly self-correct, but panic feeds on itself and disarms these stabilizing tendencies. In this situation, only government can protect the economy as a whole, because most individuals and companies are involved in the self-defeating behavior of self-protection. Government's failure to perform this role in the early 1930s transformed recession into depression. Scholars will debate which interventions this time - the Federal Reserve's support of a failing credit system, guarantees of bank debt, Obama's "stimulus" plan and bank "stress test" - counted most in preventing a recurrence. Regardless, all these complex measures had the same psychological purpose: to reassure people that the free fall would stop and, thereby, curb the fear that would perpetuate a free fall.

All this improved confidence. But the consumer sentiment index remains weak, and all the rebound has occurred in Americans' evaluation of future economic conditions, not the present. Unemployment (9.8%) is abysmal, the recovery's strength unclear. Here, too, there is an echo from the 1930s. Despite bottoming out in 1933, the Depression didn't end until World War II. Some government policies aided recovery; some hindered it. The good news today is that the bad news is not worse.

52. Why do consumers, businesses and investors retreat and panic in times of depression?

- A) They suffer great losses in stocks, property and other assets.
- B) They find the self-correcting mechanisms dysfunctioning.
- C) They are afraid the normal social order will be paralyzed.
- D) They don't know what is going to happen in the future.

53. What does Christina Romer say about the current economic recession?

- A) Its severity is no match for the Great Depression of 1929.
- B) Its initial blow to confidence far exceeded that of 1929.
- C) It has affected house owners more than stock holders.
- D) It has resulted in a free fall of the prices of commodities.

54. Why didn't the current recession turn into a depression according to Christina Romer?

- A) The government intervened effectively.
- B) Private markets corrected themselves.
- C) People refrained from buying durables and big-ticket items.
- D) Individuals and companies adopted self-protection measures.

55. What is the chief purpose of all the countermeasures taken?

- A) To create job opportunities.
- B) To curb the fear of a lasting free fall.
- C) To stimulate domestic consumption.
- D) To rebuild the credit system.

56. What does the author think of today's economic situation?

- A) It may worsen without further stimulation.
- B) It will see a rebound sooner or later.

C) It has not gone from bad to worse. D) It does not give people reason for pessimism.

## Passage Two

**Questions 57 to 62 are based on the following passage.**

"Usually when we walk through the rain forest we hear a soft sound from all the moist leaves and organic debris on the forest floor," says ecologist Daniel Nepstad. "Now we increasingly get rustle and crunch. That's the sound of a dying forest."

Predictions of the collapse of the tropical rain forests have been around for years. Yet until recently the worst forecasts were almost exclusively linked to direct human activity, such as clear-cutting and burning for pastures or farms. Left alone, it was assumed, the world's rain forests would not only flourish but might even rescue us from disaster by absorbing the excess carbon dioxide and other planet-warming greenhouse gases. Now it turns out that may be wishful thinking. Some scientists believe that the rise in carbon levels means that the Amazon and other rain forests in Asia and Africa may go from being assets in the battle against rising temperatures to liabilities. Amazon plants, for instance, hold more than 100 billion metric tons of carbon, equal to 15 years of tailpipe and chimney emissions. If the collapse of the rain forests speeds up dramatically, it could eventually release 3.5-5 billion metric tons of carbon into the atmosphere each year - making forests the leading source of greenhouse gases.

Uncommonly severe droughts brought on by global climate changes have led to forest-eating wildfires from Australia to Indonesia, but nowhere more acutely than in the Amazon. Some experts say that the rain forest is already at the brink of collapse.

Extreme weather and reckless development are plotting against the rain forest in ways that scientists have never seen. Trees need more water as temperatures rise, but the prolonged droughts have robbed them of moisture, making whole forests easily cleared of trees and turned into farmland. The picture worsens with each round of El Nino, the unusually warm currents in the Pacific Ocean that drive up temperatures and invariably presage( ) droughts and fires in the rain forest. Runaway fires pour even more carbon into the air, which increases temperatures, starting the whole vicious cycle all over again.

More than paradise lost, a perishing rain forest could trigger a domino effect - sending winds and rains kilometers off course and loading the skies with even greater levels of greenhouse gases - that will be felt far beyond the Amazon basin. In a sense, we are already getting a glimpse of what's to come.

Each burning season in the Amazon, fires deliberately set by frontier settlers and developers hurl up almost half a billion metric tons of carbon a year, placing Brazil among the top five contributors to greenhouse gases in the world.

57. We learn from the first paragraph that \_\_\_\_\_.

- A) dead leaves and tree debris make the same sound
- B) trees that are dying usually give out a soft moan
- C) organic debris echoes the sounds in a rain forest
- D) the sound of a forest signifies its health condition

58. In the second paragraph, the author challenges the view that \_\_\_\_\_.

- A) the collapse of rain forests is caused by direct human interference
- B) carbon emissions are the leading cause of current global warming
- C) the condition of rain forests has been rapidly deteriorating
- D) rain forests should not be converted into pastures or farms

59. The author argues that the rising carbon levels in rain forests may \_\_\_\_\_.

- A) turn them into a major source of greenhouse gases
- B) change the weather patterns throughout the world
- C) pose a threat to wildlife
- D) accelerate their collapse

60. What has made it easier to turn some rain forests into farmland?

- A) Rapid rise in carbon levels.
- B) Reckless land development.
- C) Lack of rainfall resulting from global warming.
- D) The unusual warm currents in the Pacific Ocean.

61. What makes Brazil one of the world's top five contributors to greenhouse gases?

- A) The domino effect triggered by the perishing rain forests.
- B) Its practice of burning forests for settlement and development.
- C) The changed patterns of winds and rains in the Amazon area.
- D) Its inability to curb the carbon emissions from industries.

□□□

## **Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For



questions 8-10, complete the sentences with the information given in the passage.

### **Norman Borlaug: 'Father of the Green Revolution'**

Few people have quietly changed the world for the better more than this rural lad from the midwestern state of Iowa in the United States. The man in focus is Norman Borlaug, the Father of the 'Green Revolution', who died on September 12, 2009 at age 95. Norman Borlaug spent most of his 60 working years in the farmlands of Mexico, South Asia and later in Africa, fighting world hunger, and saving by some estimates up to a billion lives in the process. An achievement, fit for a Nobel Peace Prize.

#### **Early Years**

"I'm a product of the great depression" is how Borlaug described himself. A great-grandson of Norwegian immigrants to the United States, Borlaug was born in 1914 and grew up on a small farm in the northeastern corner of Iowa in a town called Cresco. His family had a 40-hectare(□□) farm on which they grew wheat, maize(□□) and hay and raised pigs and cattle. Norman spent most of his time from age 7-17 on the farm, even as he attended a one-room, one-teacher school at New Oregon in Howard County.

Borlaug didn't have money to go to college. But through a Great Depression era programme, known as the National Youth Administration, Borlaug was able to enroll in the University of Minnesota at Minneapolis to study forestry. He excelled in studies and received his Ph.D. in plant pathology(□□□) and genetics in 1942. From 1942 to 1944, Borlaug was employed as a microbiologist at DuPont in Wilmington. However, following the December 7, 1941 attack on Pearl Harbor, Borlaug tried to join the military, but was rejected under wartime labour regulations.

#### **In Mexico**

In 1944, many experts warned of mass starvation in developing nations where populations were expanding faster than crop production. Borlaug began work at a Rockefeller Foundation-funded project in Mexico to increase wheat production by developing higher-yielding varieties of the crop. It involved research in genetics, plant breeding, plant pathology, entomology(□□□), agronomy(□□□), soil science, and cereal technology. The goal of the project was to boost wheat production in Mexico, which at the time was importing a large portion of its grain.

Borlaug said that his first couple of years in Mexico were difficult. He lacked trained scientists and equipment. Native farmers were hostile towards the wheat programme because of serious crop losses from 1939 to 1941 due to stem rust.

Wheat varieties that Borlaug worked with had tall, thin stalks. While taller wheat competed better for sunlight, they had a tendency to collapse under the weight of extra grain - a trait called lodging. To overcome this, Borlaug worked on breeding wheat with shorter and stronger stalks, which could hold on larger seed heads. Borlaug's new semi-dwarf, disease-resistant varieties,

called Pitic 62 and Penjamo 62, changed the potential yield of Mexican wheat dramatically. By 1963 wheat production in Mexico stood six times more than that of 1944.

### **Green Revolution in India**

During the 1960s, South Asia experienced severe drought condition and India had been importing wheat on a large scale from the United States. Borlaug came to India in 1963 along with Dr. Robert Anderson to duplicate his Mexican success in the sub-continent. The experiments began with planting a few of the high-yielding variety strains in the fields of the Indian Agricultural Research Institute at Pusa in New Delhi, under the supervision of Dr. M. S. Swaminathan. These strains were subsequently planted in test plots at Ludhiana, Pantnagar, Kanpur, Pune and Indore. The results were promising, but large-scale success, however, was not instant. Cultural opposition to new agricultural techniques initially prevented Borlaug from going ahead with planting of new wheat strains in India. By 1965, when the drought situation turned alarming, the Government took the lead and allowed wheat revolution to move forward. By employing agricultural techniques he developed in Mexico, Borlaug was able to nearly double South Asian wheat harvests between 1965 and 1970.

India subsequently made a huge commitment to Mexican wheat, importing some 18000 tonnes of seed. By 1968, it was clear that the Indian wheat harvest was nothing short of revolutionary. It was so productive that there was a shortage of labour to harvest it, of bull carts to haul it to the threshing floor(गादगा), of jute(जूट) bags to store it. Local governments in some areas were forced to shut down schools temporarily to use them as store houses.

United Nation's Food and Agriculture Organization (FAO) observed that in 40 years between 1961 and 2001, "India more than doubled its population, from 452 million to more than 1 billion. At the same time, it nearly tripled its grain production from 87 million tonnes to 231 million tonnes. It accomplished this feat while increasing cultivated grain acreage(कृषि क्षेत्र) a mere 8 percent."

It was in India that Norman Borlaug's work was described as the 'Green Revolution.'

### **In Africa**

Africa suffered widespread hunger and starvation through the 70s and 80s. Food and aid poured in from most developed countries into the continent, but thanks to the absence of efficient distribution system, the hungry remained empty-stomach. The then Chairman of the Nippon Foundation, Ryoichi Sasakawa wondered why the methods used in Mexico and India were not extended to Africa. He called up Norman Borlaug, now leading a semi-retired life, for help. He managed to convince Borlaug to help with his new effort and subsequently founded the Sasakawa Africa Association. Borlaug later recalled, "but after I saw the terrible circumstances there, I said, 'Let's just start growing'".

The success in Africa was not as spectacular as it was in India or Mexico. Those elements that allowed Borlaug's projects to succeed, such as well-organized economies and transportation and irrigation systems, were severely lacking throughout Africa. Because of this, Borlaug's initial projects were restricted to developed regions of the continent. Nevertheless, yields of maize, sorghum(高粱) and wheat doubled between 1983 and 1985.

### **Nobel Prize**

For his contributions to the world food supply, Borlaug was awarded the Nobel Peace Prize in 1970. Norwegian officials notified his wife in Mexico City at 4:00 a.m., but Borlaug had already left for the test fields in the Toluca valley, about 65 km west of Mexico City. A chauffeur(司机) took her to the fields to inform her husband. In his acceptance speech, Borlaug said, "the first essential component of social justice is adequate food for all mankind. Food is the moral right of all who are born into this world. Yet, 50 percent of the world population goes hungry."

### **Green Revolution vs Environmentalists**

Borlaug's advocacy of intensive high-yield agriculture came under severe criticism from environmentalists in recent years. His work faced environmental and socio-economic criticisms, including charges that his methods have created dependence on monoculture crops, unsustainable farming practices, heavy indebtedness among subsistence farmers, and high levels of cancer among those who work with agriculture chemicals. There are also concerns about the long-term sustainability of farming practices encouraged by the Green Revolution in both the developed and the developing world. In India, the Green Revolution is blamed for the destruction of Indian crop diversity, drought vulnerability, dependence on agro-chemicals that poison soils but reap large-scale benefits mostly to the American multinational corporations. What these critics overwhelmingly advocate is a global movement towards "organic" or "sustainable" farming practices that avoid using chemicals and high technology in favour of natural fertilizers, cultivation and pest-control programmes.

1. Norman Borlaug won a Nobel Prize for \_\_\_\_\_.  
A) his remarkable achievements in plant genetics  
B) his spectacular contribution to safeguarding world peace  
C) his great success in raising Africa's food production  
D) his enduring efforts in combating world hunger
2. How did Borlaug's wheat programme go during his first couple of years in Mexico?  
A) It met with resistance. B) It was well received.  
C) It achieved unexpected progress. D) It succeeded though with difficulty.
3. What characterised Borlaug's Pitic 62 and Penjamo 62?  
A) Superior ability to breed new high-yielding varieties.  
B) Short and strong stems and resistance to diseases.  
C) Tall and thin stems and extremely large seed heads.

- D) Tendency to collapse under the; weight of extra grain.
4. What initially prevented Borlaug from achieving large-scale success in India?
- A) Farmers' rejection of his planting techniques.  
B) The persistent drought throughout the country.  
C) Difficulty in importing high-yielding wheat seeds.  
D) The local government's slowness in taking action.
5. According to United Nation's Food and Agriculture Organization, in 40 years between 1961 and 2001 India's grain production \_\_\_\_\_.  
A) almost doubled B) went up by 8 percent  
C) increased nearly three times D) rose from 452 million to 1 billion tonnes
6. Borlaug's success in Africa was not as spectacular as in India or Mexico because \_\_\_\_\_.  
A) the local farmers were uneducated and conservative  
B) Africa's climate conditions were very different  
C) his project in Africa was not properly managed  
D) Africa lacked the necessary supporting facilities
7. What did Borlaug emphasise in his Nobel Prize acceptance speech?  
A) Abundance of food supply will contribute to world peace and stability.  
B) The Green Revolution will provide adequate food for all mankind.  
C) Adequate food for all mankind is essential in ensuring social justice.  
D) Without the Green Revolution half of the world population would starve.
8. In recent years Borlaug's Green Revolution has been attacked by \_\_\_\_\_.  
9. In both developed and developing countries there are concerns whether in the long run Borlaug's farming practices will be \_\_\_\_\_.  
10. In India, critics attribute the destruction of Indian crop diversity to \_\_\_\_\_.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

## Section A

**Directions:** In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete statements in the fewest possible words. Please write your answers on Answer Sheet 2.

**Questions 47 to 51 are based on the following passage.**

Highly proficient musicianship is hard won. Although it's often assumed musical ability is inherited, there's abundant evidence that this isn't the case. While it seems that at birth virtually everyone has perfect pitch - the reasons that one child is better than another are motivation and practice.

Highly musical children were sung to more as infants and more encouraged to join in song games as kids than less musical ones, long before

any musical ability could have been evident. Studies of classical musicians prove that the best ones practiced considerably more from childhood onwards than ordinary orchestral players, and this is because their parents were at them to put in the hours from a very young age.

The same was true of children selected for entry to specialist music schools, compared with those who were rejected. The chosen children had parents who had very actively supervised music lessons and daily practice from young ages, giving up substantial periods of leisure time to take the children to lessons and concerts.

The singer Michael Jackson's story, although unusually brutal and extreme, is illuminating when considering musical prodigy( ). Accounts suggest that he was subjected to cruel beatings and emotional torture, and that he was humiliated( ) constantly by his father. What sets Jackson's family apart is that his father used his reign of terror to train his children as musicians and dancers.

On top of his extra ability, Michael also had more drive. This may have been the result of being the closest of his brothers and sisters to his mother. "He seemed different to me from the other children - special," Michael's mother said of him. She may not have realised that treating her son as special may have been part of the reason he became like that.

All in all, if you want to bring up a Mozart or Bach, the key factor is how hard you are prepared to crack the whip. Thankfully, most of us will probably settle for a bit of fun on the recorder and some ill-executed pieces of music on the piano from our children.

47. According to the author, a child's musical ability has much to do with their \_\_\_\_\_.

48. In order to develop the musical ability of their children, many parents will accompany them during their practice, sacrificing a lot of their own \_\_\_\_\_.

49. Because of their father's pressure and strict training, Michael Jackson and some of his brothers and sisters eventually became \_\_\_\_\_.

50. Michael's extra drive for music was partly due to the fact that he was \_\_\_\_\_ by his mother.

51. To bring up a great musician like Mozart or Bach, willingness to be strict with your child is \_\_\_\_\_.

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through

the centre.

## Passage One

### Questions 52 to 56 are based on the following passage.

In 2011, many shoppers chose to avoid the frantic crowds and do their holiday shopping from the comfort of their computer. Sales at online retailers gained by more than 15%, making it the biggest season ever. But people are also returning those purchases at record rates, up 8% from last year.

What went wrong? Is the lingering shadow of the global financial crisis making it harder to accept extravagant indulgences? Or that people shop more impulsively - and therefore make bad decisions - when online? Both arguments are plausible. However, there is a third factor: a question of touch. We can love the look but, in an online environment, we cannot feel the quality of a texture, the shape of the fit, the fall of a fold or, for that matter, the weight of an earring. And physically interacting with an object makes you more committed to your purchase.

When my most recent book *Brandwashed* was released, I teamed up with a local bookstore to conduct an experiment about the differences between the online and offline shopping experience. I carefully instructed a group of volunteers to promote my book in two different ways. The first was a fairly hands-off approach. Whenever a customer would inquire about my book, the volunteer would take them over to the shelf and point to it. Out of 20 such requests, six customers proceeded with the purchase.

The second option also involved going over to the shelf but, this time, removing the book and then subtly holding onto it for just an extra moment before placing it in the customer's hands. Of the 20 people who were handed the book, 13 ended up buying it. Just physically passing the book showed a big difference in sales. Why? We feel something similar to a sense of ownership when we hold things in our hand. That's why we establish or reestablish connection by greeting strangers and friends with a handshake. In this case, having to then let go of the book after holding it might generate a subtle sense of loss, and motivate us to make the purchase even more.

A recent study also revealed the power of touch, in this case when it came to conventional mail. A deeper and longer-lasting impression of a message was formed when delivered in a letter, as opposed to receiving the same message online. Brain imaging showed that, on touching the paper, the emotional center of the brain was activated, thus forming a stronger bond. The study also indicated that once touch becomes part of the process, it could translate into a sense of possession. This sense of ownership is simply not part of the equation in the online shopping experience.

52. Why do people prefer shopping online according to the author?

- A) It is more comfortable and convenient. B) It saves them a lot of money and time.
- C) It offers them a lot more options and bargains.
- D) It gives them more time to think about their purchase.
53. Why do more customers return their purchases bought online?
- A) They regretted indulging in costly items in the recession.
- B) They changed their mind by the time the goods were delivered.
- C) They had no chance to touch them when shopping online.
- D) They later found the quality of goods below their expectations.
54. What is the purpose of the author's experiment?
- A) To test his hypothesis about online shopping.
- B) To find out people's reaction to his recent book.
- C) To find ways to increase the sale of his new book.
- D) To try different approaches to sales promotion.
55. How might people feel after letting go of something they held?
- A) A sense of disappointment. B) More motivated to own it.
- C) A subtle loss of interest. D) Less sensitive to its texture.
56. What does brain imaging in a recent study reveal?
- A) Conventional letters contain subtle messages.
- B) A lack of touch is the chief obstacle to e-commerce.
- C) E-mail lacks the potential to activate the brain.
- D) Physical touch helps form a sense of possession.

## Passage Two

**Questions 57 to 62 are based on the following passage.**

Apparently everyone knows that global warming only makes climate more extreme. A hot, dry summer has triggered another flood of such claims. And, while many interests are at work, one of the players that benefits the most from this story are the media: the notion of "extreme" climate simply makes for more compelling news.

Consider Paul Krugman, writing breathlessly in the New York Times about the "rising incidence of extreme events." He claims that global warming caused the current drought in America's Midwest, and that supposedly record-high corn prices could cause a global food crisis.

But the United Nations climate panel's latest assessment tells us precisely the opposite: For "North America, there is medium confidence that there has an overall slight tendency toward less dryness." Moreover, there is no way that Krugman could have identified this drought as being caused by global warming without a time machine: Climate models estimate that such detection will be possible by 2048, at the earliest.

And, fortunately, this year's drought appears unlikely to cause a food crisis, as global rice and wheat supplies remain plentiful. Moreover, Krugman overlooks inflation: Prices have increased six-fold since 1969, so, while corn futures( ) did set a record of about \$8 per bushel( ) in late July, the inflation-adjusted price of corn was higher throughout most of the 1970s, reaching \$ 16 in 1974.

Finally, Krugman conveniently forgets that concerns about global warming are the main reason that corn prices have skyrocketed since 2005. Nowadays 40 percent of corn grown in the United States is used to produce ethanol( ), which does absolutely nothing for the climate, but certainly distorts the price of corn- at the expense of many of the world's poorest people.

Bill McKibben similarly worries in The Guardian about the Midwest drought and corn prices. He confidently tells us that raging wildfires from New Mexico and Colorado to Siberia are "exactly" what the early stages of global warming look like.

In fact, the latest overview of global wildfire incidence suggests that fire intensity has declined over the past 70 years and is now close to its preindustrial level.

When well-meaning campaigners want us to pay attention to global warming, they often end up pitching beyond the facts. And, while this may seem justified by a noble goal, such "policy by panic" tactics rarely work, and often backfire.

Remember how, in the wake of Hurricane Katrina in 2005, Al Gore claimed that we were in store for ever more destructive hurricanes? Since then, hurricane incidence has dropped off the charts. Exaggerated claims merely fuel public distrust and disengagement.

That is unfortunate, because global warming is a real problem, and we do need to address it.

57. In what way do the media benefit from extreme weather?

- A) They can attract people's attention to their reports.
- B) They can choose from a greater variety of topics.
- C) They can make themselves better known.
- D) They can give voice to different views.

58. What is the author's comment on Krugman's claim about the current drought in America's Midwest?

- A) A time machine is needed to testify to its truth.
- B) It is based on an erroneous climate model.
- C) It will eventually get proof in 2048.
- D) There is no way to prove its validity.

59. What is the chief reason for the rise in corn prices according to the author?

- A) Demand for food has been rising in the developing countries.
- B) A considerable portion of corn is used to produce green fuel.
- C) Climate change has caused corn yields to drop markedly.



D) Inflation rates have been skyrocketing since the 1970s.

60. What does the author say about global wildfire incidence over the past 70 years?

A) It has got worse with the rise in extreme weathers.

B) It signals the early stages of global warming.

C) It has dropped greatly. D) It is related to drought.

61. What does the author think of the exaggerated claims in the media about global warming?

A) They are strategies to raise public awareness.

B) They do a disservice to addressing the problem.

C) They aggravate public distrust about science.

D) They create confusion about climate change.



**2006 □ 12 □**

1-4 NYNG 5. a trip to the Mir Space Station 6. a space hotel 7. small gravitation pull 8. the fuel of spacecraft 9. \$50,000 10. space travel  
47. as a blessing 48. simplified 49. their house need to be simplified 50. different 51. make a list of the unnecessary things before unloading them  
52-56 BDADB 57-61 BCDA

**2007 □ 6 □**

1-4 NYNGY 5. those things that they love most 6. products 7. more confidence  
8. What do I really want to do? 9. give up, or risk 10. the lack of action  
47. The brilliance of S. Brin and L. Page 48. the academic project 49. By word of mouth 50. meet their price 51. advertising  
52-56 BDADC 57-61 BBDA

**2007 □ 12 □**

1-7 ABCADAD 8. annual utility-bill savings 9. self-denial 10. the market itself  
47. from mother's support network 48. climb the corporate ladder 49. taken seriously 50. at home / in a home office 51. stress  
52-56 CADBA 57-61 CCBCD

**2008 □ 6 □**

1-7 DBACCAD 8. artificial intelligence 9. weapons 10. religion  
47. causing a reaction 48. an emotional debate 49. The approval of every victim's family 50. exploiting a national tragedy 51. raise awareness  
52-56 BCDCA 57-61 DACBC

**2008 □ 12 □**

1-7 DABDCDB 8. not entirely clear 9. family size 10. partly genetic  
47. lighter and more shock-absorbent 48. the potential in the U.S. 49. established athletic footwear industry 50. informally 51. The team spirit and shared values of the athletes  
52-56 BDCAD 57-61 ABDCB

**2009 □ 6 □**

1-7 BADABCD 8. unsafe situations 9. anxiety and control 10. every movement  
47. TV and fashion magazines 48. developing eating disorders 49. impossibly proportioned 50. three years 51. make money  
52-56 BDBAC 57-61 CDADB

**2009 □ 12 □**

1-7 DCBAABC 8. home life 9. productive 10. improve productivity  
47. a driver's attention 48. equivalent in difficulty in driving 49. longer/more time 50. more complicated task 51. punishment

52-56 CDDBA 57-61 CACBA

**2010 □ 6 □**

1-7 DBBDACC 8. our views of women 9. political sentiment 10. stereotypes  
47. a grade above 94 / a higher grade 48. select the method of grading 49.  
improving 50. effort and accomplishment 51. discuss his concern

52-56 ADBBD 57-61 ACDCD

**2010 □ 12 □**

1-7 ABDADBB 8. be innovative and take risks than younger ones 9. mostly  
have families 10. military service

47. feminine and weak 48. lose composure 49. stress-related disorders 50.  
their relationship with partners 51. aggressive

52-56 ADCAC 57-61 DBDDB

**2011 □ 6 □**

1-7 BDBCAB 8. that they are less qualified 9. some preparatory coerces 10.  
be closed

47. what is in your boss' mind 48. challenging our boss's authority 49.  
possible consequences 50. be proposed and reviewed 51. confrontations

52-56 DBCDC 57-61 ABCCD

**2011 □ 12 □**

1-7 AAABDBD 8. providing information for free 9. orphan works 10. change  
the world's book market

47. values, abilities and strengths 48. doing the right things 49. positive  
mental attitude 50. manage themselves 51. trust

52-56 DACBC 57-61 CCDBC

**2012 □ 6 □**

1-7 BCAAABB 8. the core curriculum 9. stay competitive and relevant 10.  
bright, motivated students

47. capturing and storing CO<sub>2</sub> □□ capture and storage of CO<sub>2</sub> 48. capture and  
storage 49. put it to new use 50. increase their yield of fruits and vegetables  
51. the scale of CO<sub>2</sub> emissions

52-56 ADCCD 57-61 DDDCD

**2012 □ 12 □**

□□□

1-7 CBDAADB 8. have some distance from the world 9. anything useful 10.  
what is essential

47. an appropriate reference group 48. similar to peers 49. access to a good  
listener 50. Seek professional help 51. a normal reaction

52-56 DBCBD 57-61 AADCA

□□□

1-7 CBACDDA 8. obtain credit 9. (to) charge fees 10. spending habits

47. over-scheduled 48. (more) activities 49. perform better 50. inaccurate 51.  
what's best for kids

52-56 DABAC 57-61 BCABD

□□□

1-7 BCDABAC 8. next to nothing 9. pick up as word spread 10. the library or classmates

47. slim 48. "pricing strategies" 49. agricultural subsidies 50. a most close link 51. Low-income and minority communities.

52-56 ADBCB 57-61 BDCAD

**2013 □ 6 □**

□□□

1-7 CADABBC 8. higher 9. immigrants 10. building up skill

47. attitudes, beliefs, and behaviors 48. gender roles 49. observing and imitating 50. adulthood or later life 51. explain

52-56 ADBCB 57-61 ABDDC

□□□

1-7 DACBADC 8. teaching or analysis 9. complex reasoning abilities 10. interactions

47. exercise extraordinary power 48. is used in the nation 49. panic in the West 50. foreign oil/importing oil 51. establish a stockpile of oil

52-56 DBABC 57-61 DAACB

□□□

1-7 DABACDC 8. environmentalists 9. sustainable 10. the Green Revolution

47. motivation and practice 48. leisure time 49. musicians and dancers 50. treated specially 51. the key factor

52-56 ACABD 57-61 ADBCB